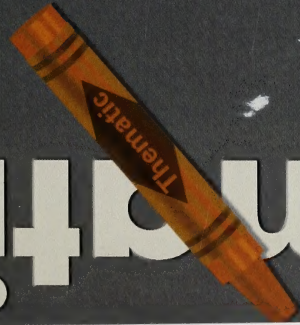




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Module 2A: I Love a Good Story

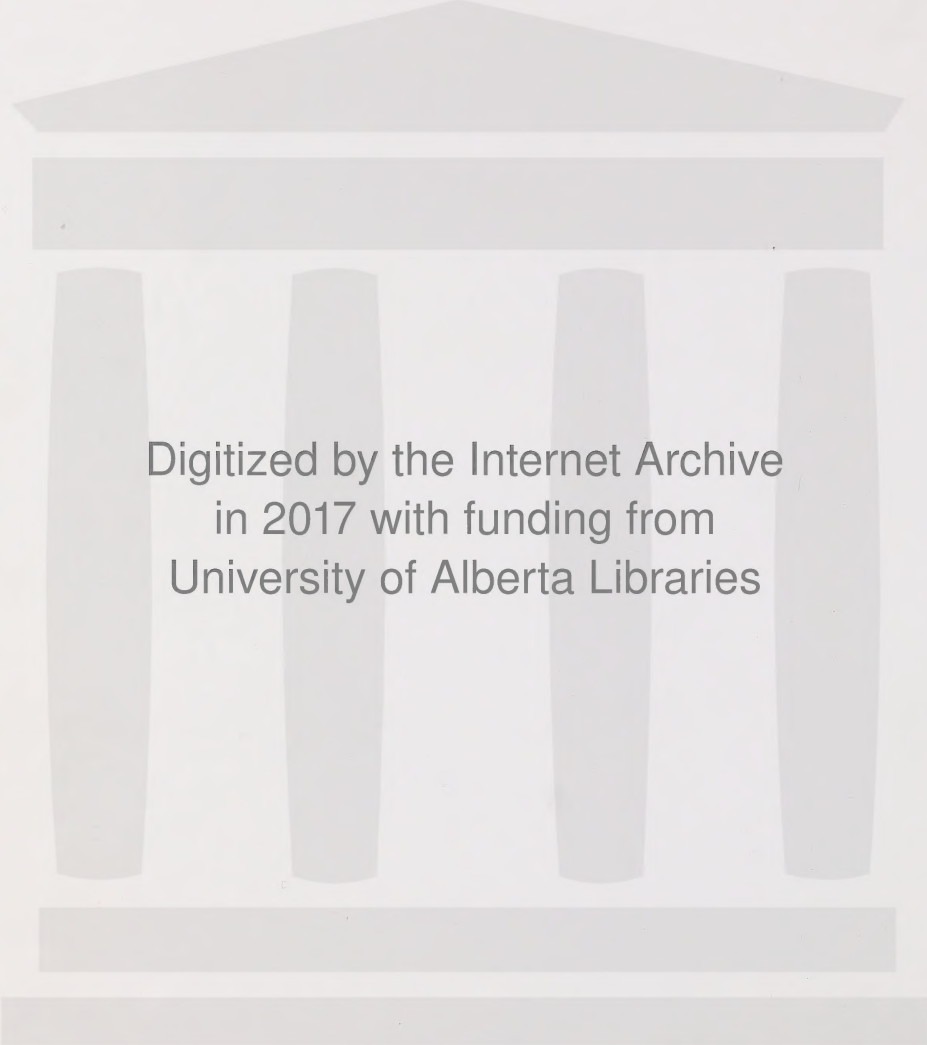
Thematic Grade Two



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Grade Two Thematic Module 2A: Day 1 to Day 9

I Love a Good Story



Grade Two Thematic
Module 2A: I Love a Good Story
Day 1 to Day 9
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2042-8

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Insstructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lth>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Welcome to Grade Two Thematic

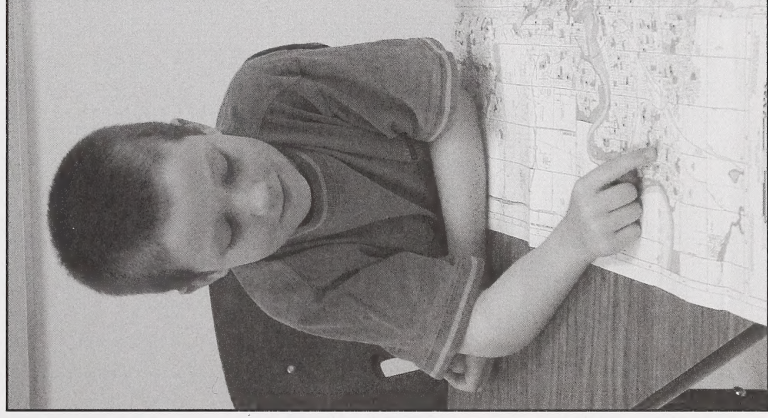
Read all the text to the student
as he or she follows along.

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!



Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

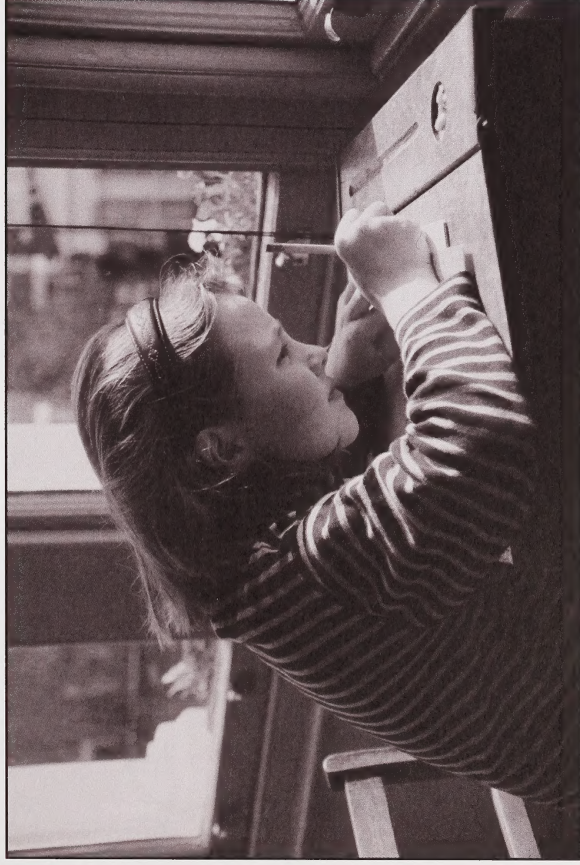
Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.



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I Love a Good Story



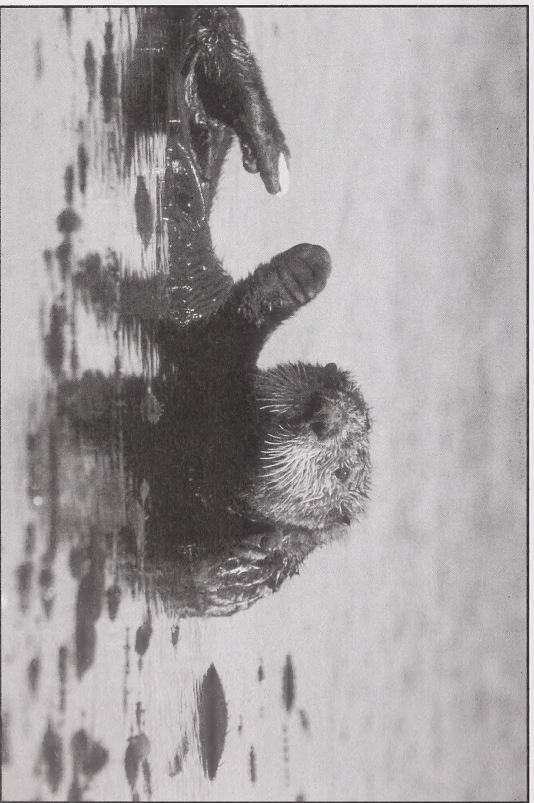
The student may read the text aloud or you can read the text to the student while he or she follows along.

Do you like listening to interesting stories?
Do you ever make stories up in your head?
Do you like telling a good story?



In this module you will read and write about animals and people and their adventures.

You will also learn more about your community and magnets.

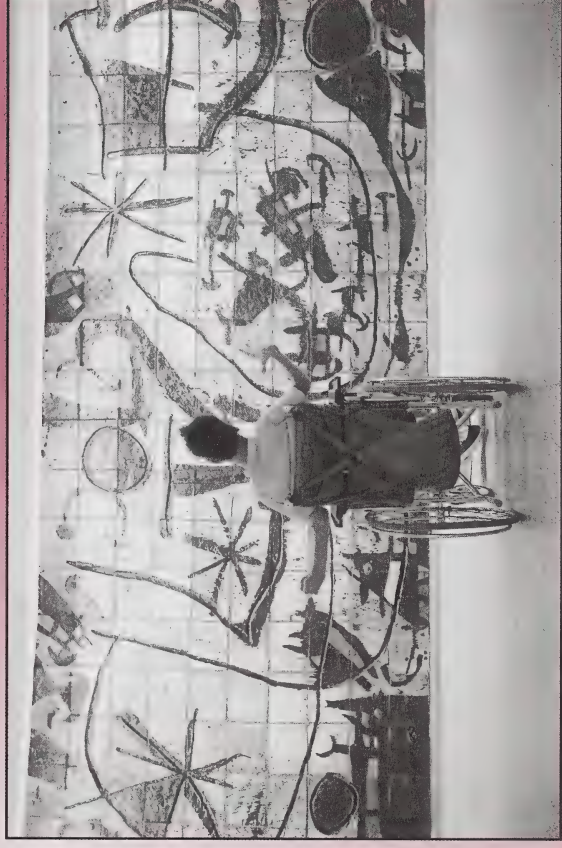


Day 1: Stories with Patterns

You see patterns all around you every day.

Did you know that stories have patterns, too?

You will learn all about them.



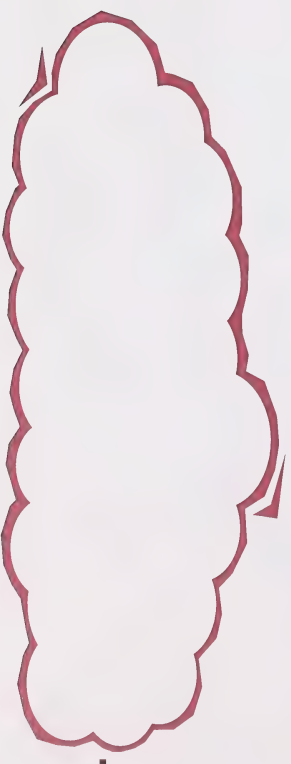
Encourage your student to read the text independently and to answer the questions orally. Assist whenever necessary until the student is comfortable with the calendar procedure.

Calendar Time

Look at your calendar. What is today's date? Are you beginning a new month? Your home instructor will help you get started.

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 1.

Journal Time



Take out your journal. Turn to your **Personal Writing** section.

Print today's date at the top of the page.

Take a few minutes to think about what you would like to write about.

Discuss today's forecast with the student.

Discuss the current weather with the student.

Refer to the Home Instructor's Guide for more information about this activity.

With the student, look for a *pattern*: a design that repeats itself over and over again. Have the student look for patterns in the room, such as floor tiles, wallpaper, books on a shelf, or stripes and patterns in his or her clothing. Encourage the student to identify and talk about each pattern. For example, if the floor tiles are black and white, the student might say, "The pattern is black, white, black, white, black."

Sound out the pattern with the student. If the pattern is black, white, black, white, clap hands together once, then clap hands on thighs once, hands, thighs, and so on. This will reinforce the pattern concept to the student.



Do you have a favourite story? Could you write about something interesting that has happened to you? Choose something you like, and write a few sentences about it.

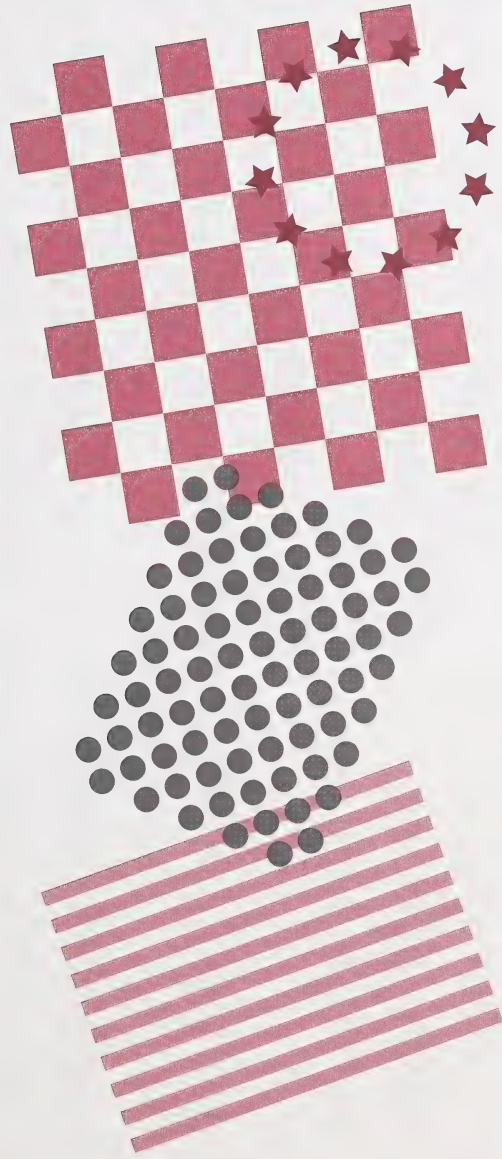
Reading

What is a **pattern**?

Yes, a pattern is an arrangement of shapes, colours, numbers, or any feature that keeps repeating.

Look around your room. Do you see anything with a pattern in it? Circle **Yes** or **No**.
Look at your clothing. Does it have a pattern?

Now go on a pattern hunt! Look around your home and step outside to see what patterns there are all around you.



Take out the book *Round and Round*.

Take the student on a pattern hunt around the home and outside.

Have the student answer the questions orally.

Have the student talk about the cover and title and predict the kind of stories that might be found in the book. Accept all answers.

Discuss with the student how a *tale* (fairy or folk) is a story that is passed down from generation to generation and is often not true. Tell the student that in tales, animals often talk and take on human characteristics. Give a few examples of tales the student might be familiar with, such as "The Three Little Pigs" or "Goldilocks."

Look at the picture on the cover of the book. Then read the title of the book aloud.

What kind of stories do you think might be in this book?

Do you know what a **ta**le is?

Circle Circle  **Yes** or  **No** .

A tale is a story that has been handed down through the years and is often not true. An example is "The Three Little Pigs."

Turn to the Contents page.

What is the name of the first selection?

Look at the little picture beside the title.
What do you think “Find a Pattern!” will
be about?

What does it say under the title?

“Find a Pattern!” is a **report**.

Find the word report in the dictionary. Read
it aloud.

Look at the borders on pages 3 to 5. Do you
see any characters from stories you know?

Have the student predict what
the story might be about.

Under the title is written “a
report by Will Harper.”

Tell the student that a *report*
gives information and is based
on fact.

Have the student look at the
pictures in the borders to
identify stories known to him
or her. Have the student talk
about the characters and the
events in the stories he or she
is familiar with.



Ask the student what he or she noticed about the stories on the pages, what he or she knows about fairy tales or folk tales, and the kinds of patterns in these stories.

Have the student answer the questions on the lines.

The author is **Will Harper**.

The illustrator is **Joanne Fitzgerald**.

Have the student answer the questions orally. The student can name the titles from the illustrations in the text to answer the questions or list others that he or she is familiar with. You might also check the titles in the suggested reading resources in the Home Instructor's Guide for other familiar titles.



Look at the illustrations on pages 3 to 5.
What kind of patterns do you think are found in the stories?

Turn to page 3.

Who is the author of "Find a Pattern!"?

Who is the illustrator of "Find a Pattern!"?

Read the report to yourself.

Was the report what you predicted it would be? How is it different?

What kind of patterns did you read about?

Name some tales that **repeat the same parts over and over again.**

Name some tales that **have threes in them.**



Name some tales that **keep getting longer.**

What is your favourite story pattern?

What are some of the questions the report asks you? Find the questions in the text. Tell your home instructor the answers.



Assist the student in finding a story with a pattern.

Take a look at your own library. Find a favourite story. Does it have a pattern?

Read the story with your home instructor and tell him or her what the pattern is.

Journal Time



Take out your journal. Turn to the Reading Response section.

Remember to print the day's date at the top of the page.

To help you think about the report, “Find a Pattern!” use the following sentence starters. Copy the sentence starters onto your journal page and finish each one.

- The part I liked most was . . . because . . .
- My favourite illustration is . . . because . . .

Describe your favourite character in any of the stories in “Find a Pattern!” Why do you like this character?

Discuss each sentence starter with the student and his or her response to it. The student may like to use the ones suggested and add one or two of his or her own to them as well. Have the student print the response in the journal.

If the student would prefer using his or her own sentence starters instead, allow him or her to do so.

Have the student respond in writing.



Play the song “The Freeze” from *Music and Movement* in the Classroom CD #1. Following the beat, lead the student in a different movement in each section.

Have the student answer orally. The singer repeats the verses and the music stops at the end of each for the “freeze.”

Refer to the Home Instructor’s Guide for more information.

Music and Movement



Listen, move, and **freeze** to the music!

Did you notice a pattern in the song?
Circle  **Yes** or  **No**.
What is it?



Music often follows a pattern. Next time you hear a song or piece of music, listen for a pattern.

Now listen to the entire song again and do the actions.

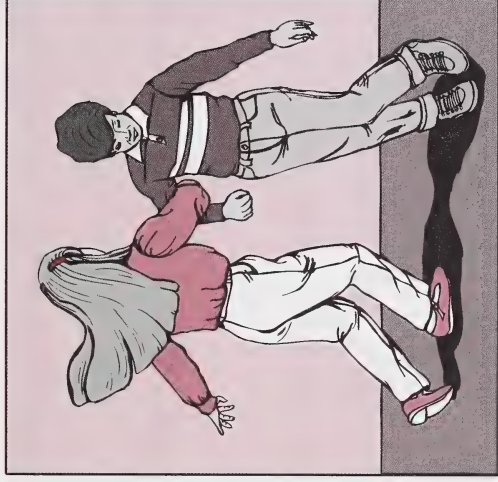
New Words

Read these words to your home instructor.

everyone

pattern

tale



Play the song again. Lead the student in performing the actions.

Tell the student the new words are from "Find a Pattern!"

Remember, if you have a hard time saying a word, look at how it starts. Sound it out. Is there a little word in it that you know? Look at how the word ends.

Have the student print the answers on the lines as follows: tale, everyone, pattern.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use your new words to complete the following sentences.

1. My favourite _____ is
"Chicken Little."
2. I think _____ loves tales.
3. "That's an interesting _____
on your sweater, Jenna," said Marvin.

Print the answers to the following.

1. What are the two little words in **everyone**? _____

2. Write another word that sounds just like **tale**? _____

3. What is the difference between **tale** and **tail**? _____

4. Find three little words in **pattern**. _____

The answers are **every** and **one**.

The word is **tail**.

Discuss the different meanings of *tale* and *tail*.

The words are *a*, *at*, and *pat*. Some students may also recognize *patter* and *tern*.



Take out three white index cards.

Print the three new words on the white index cards. Put the cards on your Word Wall.

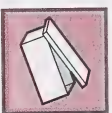


Take out your *Collections Writing Dictionary*.

Print the new words in your dictionary.

If there are other words from the story “Find a Pattern!” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Draw a Story

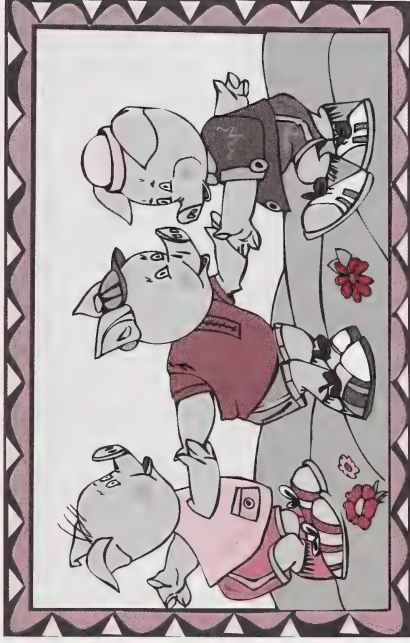


Take out blank drawing paper and colouring materials.

Pick a favourite tale. It can be from “Find a Pattern!” or from one of your own books.

Have the student select one tale from his or her own library or any other tale he or she is familiar with. The student will make a pictorial story of the tale.

Draw and colour the main parts of the tale to make your own storybook. Put the title of the tale and a picture on the cover. Write your name on the cover too.



Break for lunch.



Silent Reading

Enjoy your reading time.

The student draws and colours several scenes from the tale to depict the events in it. Assist the student as needed in selecting the key events from the tale. Make the pictorial story into book format by stapling the completed sheets of paper together.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes. Refer to the Home Instructor's Guide for more information.

Fun with Phonics

Read the following lines aloud.

The gingerbread man told everyone he met, "Run, run, as fast as you can."

Rosie, the hen, ended her walk at the hen house.

When Goldilocks visited the house of the three bears, she tried eating their porridge, sitting on their chairs, and sleeping on their beds.

Which vowel is in every underlined word?

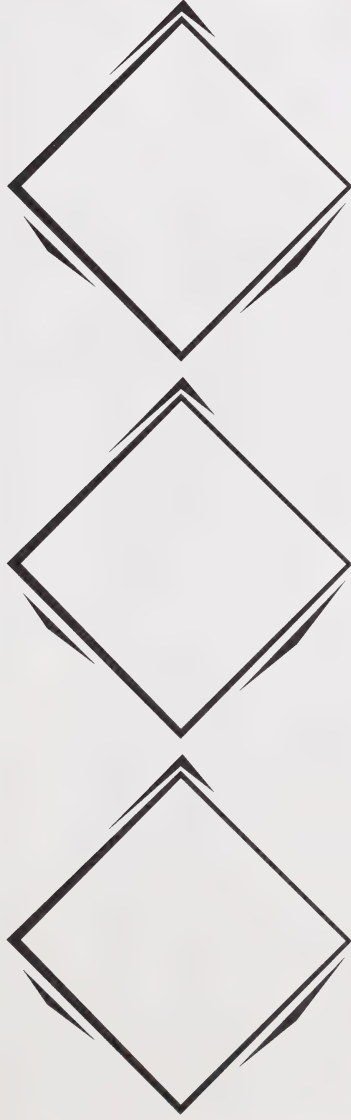
Have the student print the vowel in every underlined word (e) on the line.

Check that the student understands that the "e" in each underlined word has the "short e" sound.



In each underlined word, circle the vowel that has the **short e** sound.

Think of some other words that have the **short e** sound. Print them in the diamonds.



Now, you will be looking at words that have the **short e** sound.



Do pages 41 and 42.

Have the student think of three other words that have the "short e" sound, such as *pet, fell, west, sled, pepper, bet, or set.*

Refer to the Home Instructor's Guide for information about this activity.

Show an atlas map or a road map to the student. Have the student answer the questions orally.

A *legend* is a code that helps a person read a map. It shows what things are on a map, such as symbols, colours, and so on. Talk about the legend and some of the items it represents on the map, such as capital cities, rivers, mountains, roads, lakes, and railway lines.

Explain how colours are used on a map. Have the student look in the atlas. Find maps that have many different colours. Explain how different maps use different colours to show countries, land and water, weather, mountains, agriculture, and industry.



Maps Are Fun to Read

Look at the map your home instructor has given you.

Point to the **legend**.

Do you remember what a legend is used for? Why are there legends on a map?

Look at the legend and map again and then look at a different map in the atlas.

Can you think why there are so many different colours on a map?

Look at the following two maps. Sometimes maps look very different, but they still show the same area.



If you can, watch the weather report on television. You will see different maps showing the same area.

Compare pictures and aerial photographs of the same area in the atlas. If possible, have the student watch a weather channel on television or watch the weather forecast on a local station. These show a satellite image of the local area. Ensure the student looks at different maps and pictures of the same area.

Explain how satellite maps show the “real” area, while maps are drawings of an area.

Talk about *distance* and what it means. Distance is the space between two things or places.

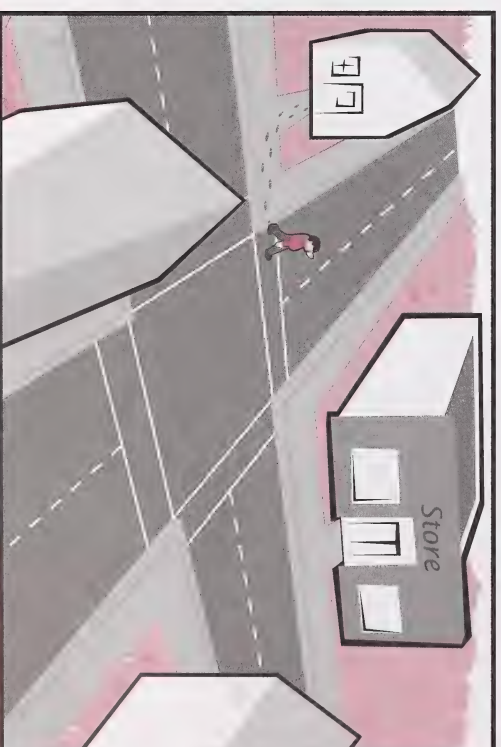
Have the student print the answer. Discuss that the boy is travelling a *short* distance.

Take a Hike!

When you go from one place to another, you are travelling a **distance**.

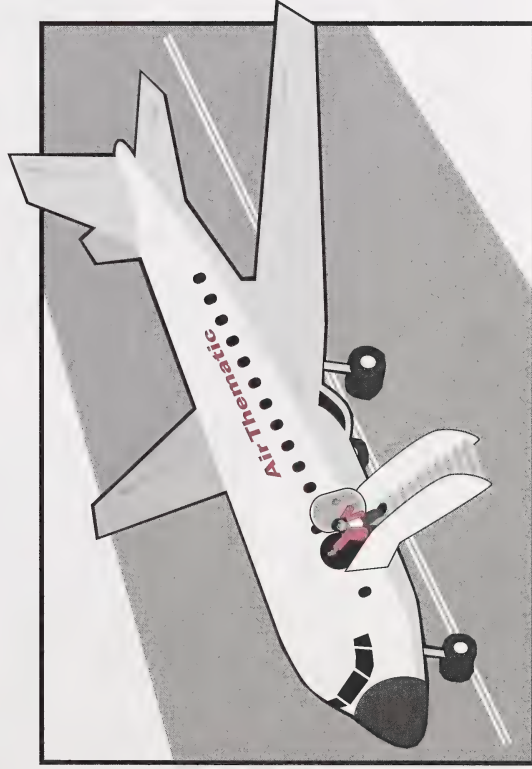
Sometimes you travel a short distance, and sometimes you travel a long distance.

Look at the boy walking to the store. Is he travelling a short or a long distance?



The girl is travelling a long distance.

This girl is going on an airplane. Do you think she is travelling a short or a long distance? _____



How can you measure a short distance? _____

Have the student respond orally. Short distances may be measured in **blocks**. Long distances may be measured in **kilometres**. The distances in the student's community map can be measured in blocks.

How can you measure a long distance? _____

If you said a short distance can be measured in **blocks** and a long distance can be measured in **kilometres**, you were correct!

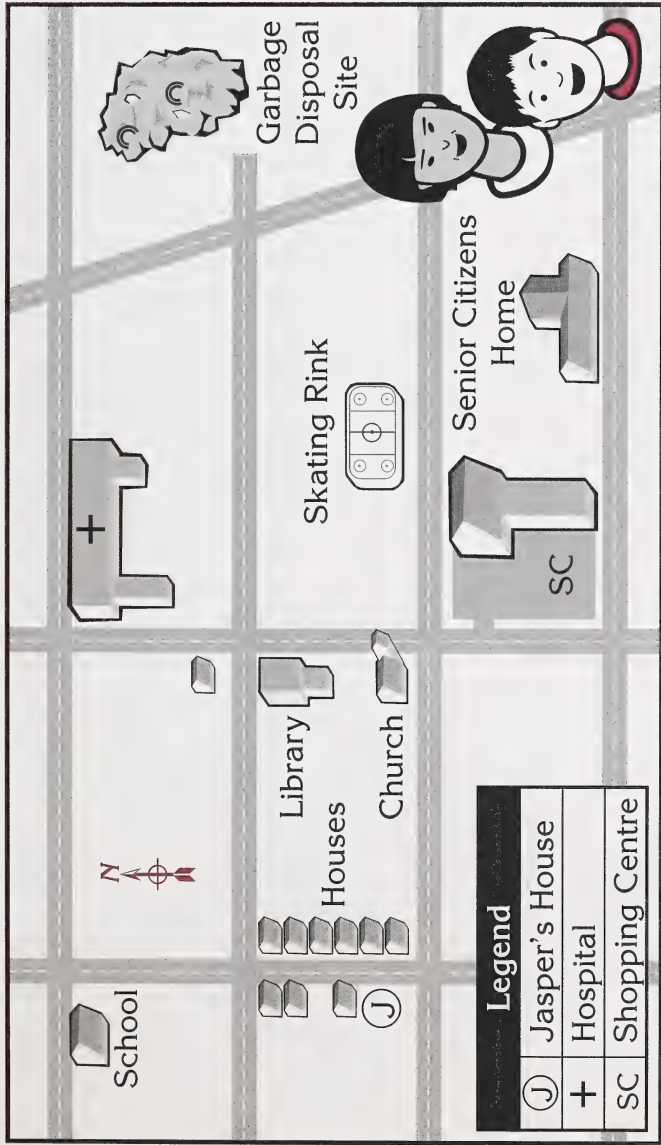
Fill in the blank.

The map you drew of your community in Module 1 could have the distances measured in _____.

If you said **blocks**, you were correct again!

Now take a look at the following map.





1. Count the number of blocks between the library and the senior citizens home.

How many blocks are there?

Have the student answer the questions in the boxes. Check the student's answers with him or her.

The answers to this question and the questions on the next page are given in approximate blocks as follows:

1. $2\frac{1}{2}$ blocks
2. $1\frac{1}{2}$ blocks
3. 2 blocks
4. 3 blocks
5. $3\frac{1}{2}$ blocks

2. How many blocks are there between Jasper's house and the skating rink?

3. How many blocks are there between the school and the library?

4. Count the number of blocks between the school and the church. How many blocks are there?

5. Count the number of blocks between the school and the shopping centre. How many blocks are there?

6. Is the garbage disposal site **near** or **far** from the school? _____
7. Is the library **near** or **far** from the church? _____

Jasper's Day

Jasper left his house early one morning. He spent the day in four different facilities in his community. Where do you think Jasper went and what did he do there? Tell your home instructor. Look at the map of the community to help you with your story.

Elicit from the student the answer **far**.

Elicit the answer **near**.

Have the student narrate the story to you.

Looking Back

Which activities did you like the most today?

Is there a favourite story about you or a friend or family member that you like to have told to you? What is it?

Is the story a tale or did it really happen?

What is something that could happen in real life?

What is something that could never happen in real life?

Turn to Assignment Booklet 2A and complete Day 1: Learning Log. Have the student include his or her comments.



Story Time

Relax and enjoy the story!

Sharing Time

Choose something you want to share.

You could tell the story you made about Jasper's day. You could show your friend or family member a map and explain what a legend shows. You could read the report "Find a Pattern!" or read a favourite tale or show your pictorial story.

Encourage positive feedback from family members.

Day 2: Telling Tales

You're going to talk about fairy tales and folk tales today.

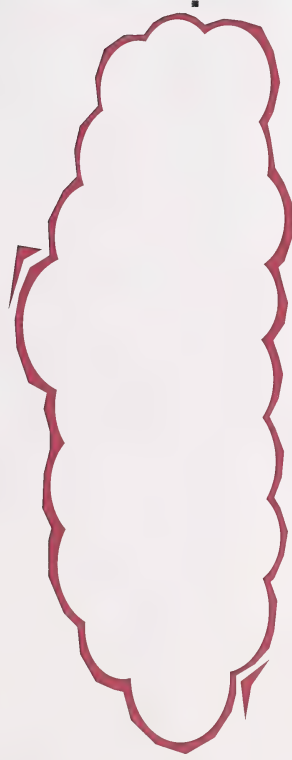
You will even write your own tale using characters you know from your favourite stories.



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

Discuss today's forecast with the student.

Discuss the current weather with the student.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 2.

Reading



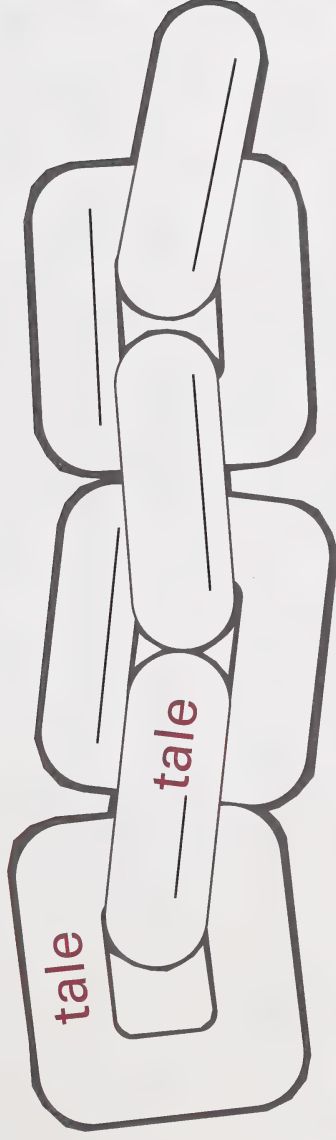
Take out the book *Round and Round*.

Read the report "Find a Pattern!" silently.

What is the report about?

Have the student respond orally. The report is about different kinds of tales and the patterns you can find in them.

This is a **word chain** starting with the word **tale**.



Continue to complete this chain by following these instructions:

1. Add one letter to the beginning of **tale** to describe old bread.
2. Change the first two letters to mean a large mammal that lives in the ocean.

A *word chain* is a group of words created when you start with a word and then make new words by following a set of instructions that tell you what changes to make.

Assist the student with the word chain. Show how changing one sound or one or more letters can make a new word. The words are **stale**, **whale**, **male**, **mate**, and **skate**. Encourage the student to keep adding to the chain. For example, **skate** becomes **late**, then **fate**, then **fare**, and so on.

3. Change the beginning sound to mean another word for man or boy.
4. Change the middle consonant to mean another word for friend.
5. Change the beginning sound to mean something you do on ice.

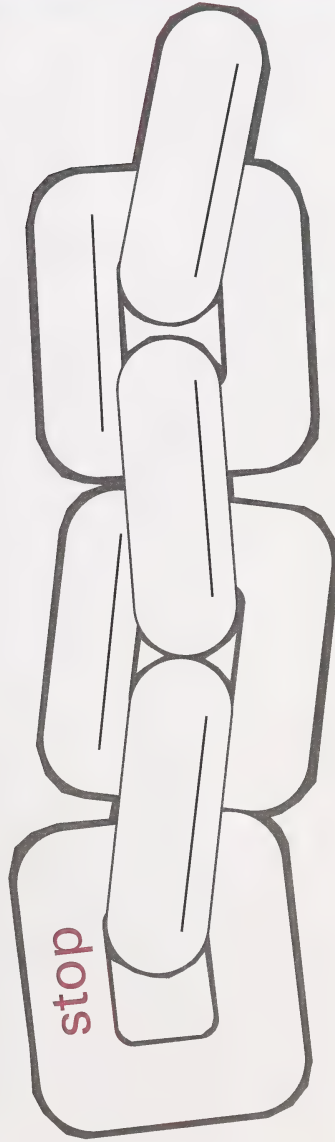
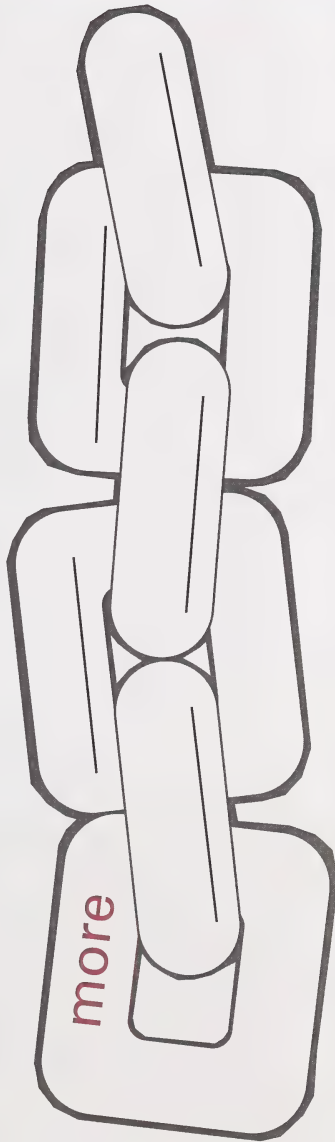
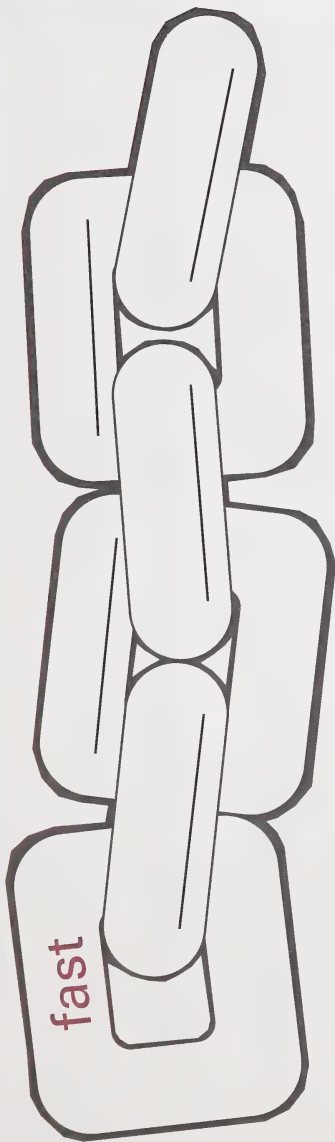
Have the student make up the directions and fill in the links in the chains.



Take out a sheet of lined paper.

Write your directions on the paper.

Examples for the first link could be as follows: *fast*—change one letter to mean it already happened (*past*); *past*—change one letter to mean the opposite of first (*last*); *last*—change one letter to mean you can't find it (*lost*). Words for the other chain could include *more*, *store*, *shore*, *share*; *stop*, *step*, *steep*, *sleep*. Allow the student to add his or her own words.



Opposites

Turn to page 4 of *Round and Round*. Read the first paragraph aloud.

Now read the following paragraph aloud.



All tales keep getting shorter. When Chicken Big went to ask the queen why the ground was rising, she lost less and less enemies on the way.



Underline the words in this paragraph that are different from the ones on page 4.

Ask the student how the two paragraphs are alike and how they are different.

The underlined words should be **all, shorter, big, ask, queen, ground, rising, lost, less, less, and enemies.**

Print the words from the story above the words you underlined. These words are called **opposites**.

Do the opposite words change the meaning of the paragraph? Circle  **Yes** or  **No**.

Does the second paragraph make sense? Circle  **Yes** or  **No**.

Fill in the following chart by adding words that are the opposite of the ones given to you. The first one is done as an example.

Think of three more words and their opposites to complete the chart.

Ask what the connection between the underlined words is to the words in the original text. Discuss words that are *opposites* are words with meanings as different as they can be.

Have the student respond orally. Yes, they do change the meaning to something very different and it sometimes doesn't make sense. Explain how opposite words can change the meaning of a text.

As needed, assist the student with the chart. The opposite words are **white, big, less, tall, fat, many, last, cry, tell, late,** and **go.**

Given Words	Opposite Words
black	white
start	
little	
more	
short	
skinny	
some	
first	
laugh	
ask	
early	
come	



Writer's Workshop

Think of the folk tales and fairy tales you know.

Who are the main characters?

What are the settings?

Characters	Settings

With the student, brainstorm familiar stories and tales. Make a list of the characters and match them with their settings. As the student tells you the main characters and settings from the stories, print them on the chart. See the Home Instructor's Guide for an example and further information about writing.

Orally, have the student combine one character with a different setting to make a new story idea. Show the student how to link a character with a setting. For example, "Little Red Riding Hood was walking on a bridge over a stream." Have the student think of several sentences using other characters and different settings from the chart.

Discuss how the story could progress. For example, "Little Red Riding Hood was walking on a bridge over a stream. She saw some beautiful golden fish in the stream," and so on.

Have the student respond orally. A folk or fairy tale begins with "Once upon a time"

You can make a new tale using these characters and these settings.

Take one character and match it with one of the other settings to make a sentence.

Then what do you think could happen?

When you see a story that begins with "Once upon a time," what kind of story do you know it will be?



Can you write some other ways folk tales and fairy tales begin?



Take out some lined paper.

Pick your favourite new beginning and use it to write your new tale matching a character to a different setting.

Print your beginning sentence on the paper, and write your new tale!

Brainstorm other traditional beginnings, such as “One day . . .,” “A long, long time ago . . .,” “Once there was . . .,” “There once was . . .,” “Many moons ago . . .,” “Once, far away . . .,” and so on. Look at storybooks to get ideas for other common beginnings.

Have the student select the new story beginning he or she likes best to write a new tale.

Refer to the Home Instructor’s Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Break for lunch.



Silent Reading

Enjoy your reading time.

Journal Time



Take out your journal. Turn to the Reading Response section.

Remember to print the day's date at the top of the page.

To help you think about the story you just read, use the following sentence starters. Copy the sentence starters onto your journal page and finish each one.

- I liked/didn't like this story because . . .
- The part I liked/didn't like most was . . . because . . .
- I liked the illustration on page _____ because . . .

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal.

Refer to the Home Instructor's Guide for today's high-frequency words and teaching strategies.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

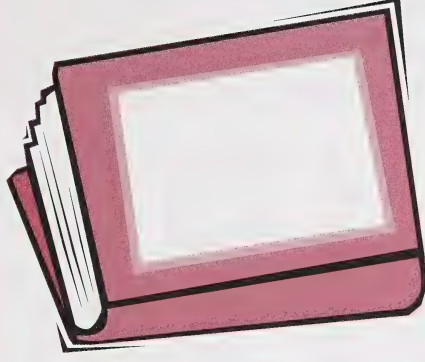
Fun with Phonics

Read each word aloud. Circle the vowel in each word.

fell jet sled west

bed ten belt tent

What is the vowel in all the words?
Print it in the book.



Think of four more words that have the **short e** sound. Print them in the books.



Refer to the Home Instructor's Guide for more information about this activity.

The student answers the questions orally.

A magnet attracts iron or steel to it.

A magnetic object is attracted by a magnet.



Now, you will be looking at more words that have the **short e** sound.



Do pages 43 and 44.

Magnets Attract and Repel

See how well you remember facts about magnets.

What is a magnet?

What is a magnetic object?

What are the only objects that can be magnetic?

Are all metal objects magnetic?

What must a metal object have to be magnetic?

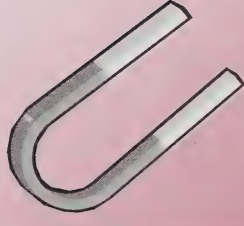
Are some magnets stronger than other magnets? How can you show that?

If you got the answers right, you know your facts about magnets!



Take out your magnets.

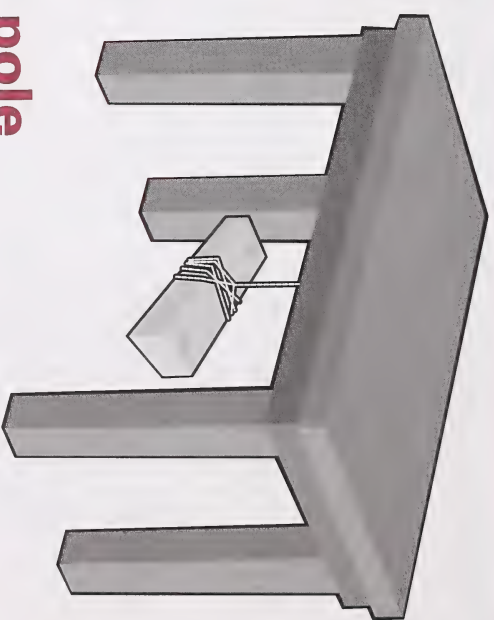
Continue the answers as follows: Only metal objects are magnetic; No, not all metal objects are magnetic; A metal object needs to have iron or steel in it to be magnetic; Yes, some magnets are stronger than others; You can do an experiment with different magnets picking up metal objects, like paper clips. The magnet that holds more is stronger.



Set up the magnet for this activity as follows: Tie a strong bar magnet on a string and suspend it so it hangs freely. Ensure there is no metal nearby so it can swing freely and is not attracted to any metal. If there is air movement or too much metal around, the magnet may not take a north-south position.

Explain that the end that is called north is actually pointing north. (The *north pole* of a magnet will always point toward the magnetic north pole.) If the ends of the magnet are not labelled, place a piece of masking tape on the ends and label the north pole N and the south pole S.

Look at the magnet hanging by the string. See how one end always points in the same direction?



That end of the magnet is the **north pole** because it always points to the north magnetic pole of Earth. The other end or opposite end of the magnet is the **south pole**.

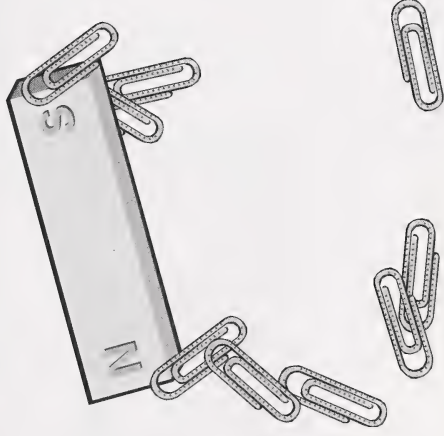
Every magnet has a north pole and a south pole.

The ends of a magnet are called **poles**.

Get a paper clip and touch the north pole with it. Then touch the south pole with it. Now touch the paper clip to the middle of the magnet.

Where is the paper clip attracted best—the **middle** or the **ends**? Print your answer on the line. _____

Did you say the **ends**? That's right. The ends of the magnet, or the poles, are the best part to use for attracting things.



Take the magnet off the string and place it on the student's desk. If the student has another bar magnet, have him or her use it for the experiment. Otherwise, use any other magnet where the north pole is marked.

Have the student answer the following questions orally. The answers are the magnets push apart, come together, and push apart.

Do an Experiment

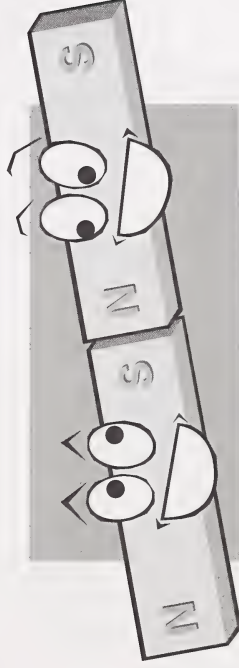
Try the following and see what happens.

1. Place the north pole of one magnet on the north pole of the magnet you labelled. What happens?
2. Place the north pole of one magnet on the south pole of the other. What happens?
3. Place the south pole of one magnet on the south pole of the other. What happens?

Introduce the term *repel* and explain it.

The scientific word that explains what happened in question 1 and question 3 is **repel**. It means to push apart or force back. When two of the same poles are placed together, like two north poles or two south poles, they repel or push each other apart.

When two different poles are placed together, like a north pole and a south pole, they attract each other or come together.



Review what *attract* means.

Have the student place the poles together as indicated in the chart. Then have him or her print *attract* or *repel* in the second column.

Poles	Attract or Repel
south pole and south pole	
north pole and south pole	
north pole and north pole	
south pole and north pole	

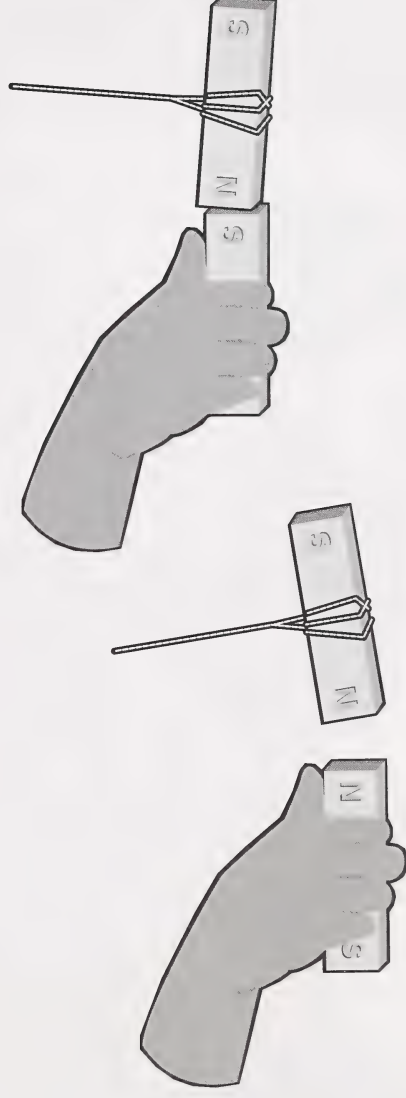
Review the rules for magnets with the student. Explain the magnet rule is unlike poles attract and like poles repel.

Write what happens when you put the following poles together.

The Rules for Magnets

When the ends of two magnets are placed together, they will either attract or repel.

- When south poles of two magnets are placed together, they repel.
- When north poles of two magnets are placed together, they repel.
- When the south pole of one magnet and the north pole of the other magnet are placed together, they attract.

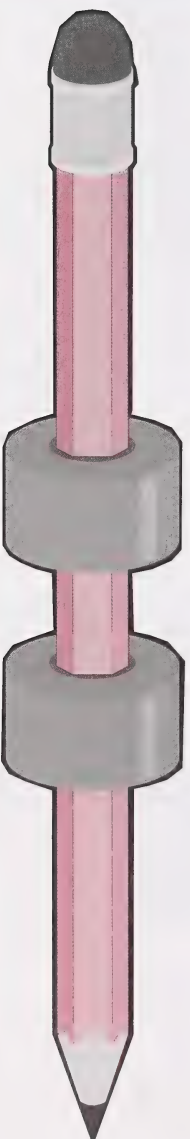


A ring magnet has its poles on the top and bottom, so when placing one ring magnet on top of another, or side by side, they will either attract or repel. If the rings repel, the poles are like (north and north or south and south). If the rings attract each other, the poles are unlike (north and south). Have the student write the answers to the questions on the lines. Emphasize the facts that unlike poles attract and like poles repel.

Another Experiment

Place a ring magnet on your pencil. Hold it steady and add another ring magnet close to the first one. What happens?

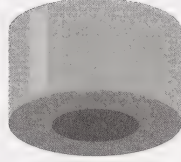
Do they repel or attract? Why?



Remove the second magnet, turn it over, and place it back on the pencil next to the first one. What happens now?

Did they repel or attract? Why?

The following magnets repel each other. Write the names of their poles in the boxes.

			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Have the student place four ring magnets as shown so that they repel each other. Then print the names of the poles. For the ring magnets to repel, they should look like this.

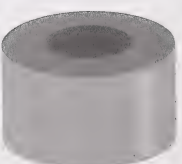
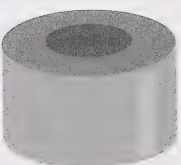
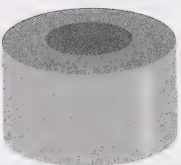
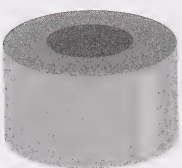
N S S N N S S N

For the ring magnets to attract, they should look like this.

N S N S N S N S

Have the student draw and label two magnets that repel and two that attract.

These magnets attract. Write the names of the poles in the boxes.



Take out an unlined sheet of paper.

On your paper, draw two magnets that repel. Label the poles. Print **repel** under the magnets. Draw and label two magnets that attract. Print **attract** under the magnets.



You will send your drawing to your teacher on Day 9.



Complete Day 2: Assignment 1 in your Assignment Booklet.

Amazing Magnets

Today you will begin a book about magnets.

On the cover print **Amazing Magnets** and your name. Draw a picture showing an interesting fact about magnets.

Print page numbers 1 to 18 on the pages.

Refer to the Home Instructor's Guide for more information.

Make a book from regular-sized paper for the student to use. Fold five sheets of paper in half to make a book. Staple it in the middle. The student will write and illustrate one fact about magnets on each page. Have the student number the pages (except for the front and back covers). There should be 18 pages. After the student prints the title (**Amazing Magnets**) and illustrates the cover, have him or her fill in pages 1 and 3 with a fact about magnets. Pages 2 and 4 will have an accompanying drawing.

The student will add two magnet facts at a time. The facts can describe something amazing or interesting about magnets.



On page 1 leave a blank space about 10 cm by 4 cm in the upper left-hand corner of the page. Then write one amazing fact you have learned about magnets so far.

On page 2 make a drawing about the magnet fact you wrote on page 1.

You will find out why you left the space later in the module.

On page 3 write another amazing fact about magnets.

On page 4 make a drawing about the magnet fact.

Looking Back

How do you feel about your work today?

What did you enjoy about today?

Was there anything that you would like to have done differently?

How did your tale turn out?

Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share.

You could tell the tale you wrote this morning.

You could show your friend or family member your *Amazing Magnets* booklet and tell them about the magnet facts you wrote about.

You could read a favourite tale.



Day 3: Take a Look

You're going to read and write many interesting things today.

You're going to play a game and draw, too. As you do all these things, think about how your eyes help you.

Today you will learn how important your eyes are!

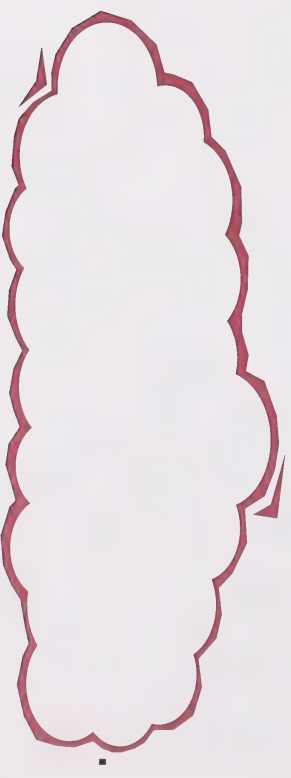


Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 3.

Music and Movement

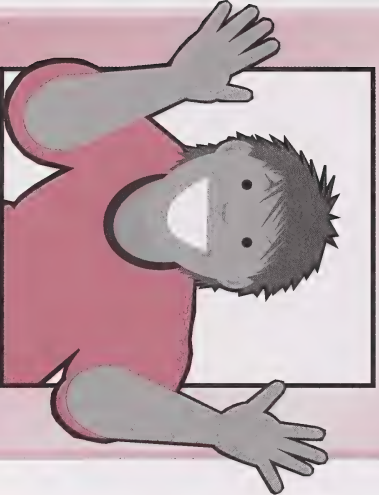
On the following pages, read the words to the song "If You're Happy and You Know It." If you and your home instructor know the tune, sing the song together and do the actions.

Discuss the current weather with the student.

Turn to the Home Instructor's Guide for more information about this activity.

Lead the student in performing the actions.

With the student, sing and move to the action words.



If You're Happy and You Know It

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands.

If you're happy and you know it, stamp your feet.

If you're happy and you know it, stamp your feet.

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it stamp your feet.

If you're happy and you know it, give a whistle.

If you're happy and you know it, give a whistle.

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, give a whistle.

If you're happy and you know it, slap your knees.

If you're happy and you know it, slap your knees.

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, slap your knees.

continued . . .

Brainstorm other actions for the song. For example, you could pat your bum, touch your shoulders, turn around, say "hello," and so on. Write down the student's suggestions. Then lead the student in the new actions.

If you're happy and you know it, say "hooray."

If you're happy and you know it, say "hooray."

If you're happy and you know it, then your face will surely show it.

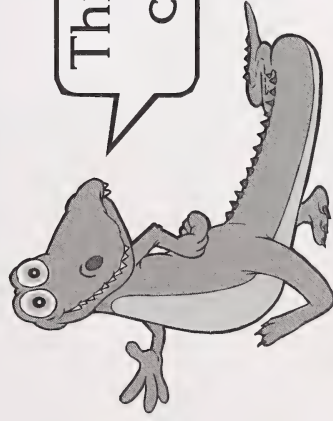
If you're happy and you know it, say "hooray."

If you're happy and you know it, do all five.

If you're happy and you know it, do all five.

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, do all five.



Think of new actions you
can do, and try them.

Have the student select a story from the titles in the report "Find a Pattern!" or another story of his or her choice. The student is to retell the story using puppets, felt-board characters, pictures he or she draws that recount the story, or paper or plastic models to aid in the retelling. Allow the student to choose how he or she will retell the story. Assist as needed.

Have the student print the name of the story.

Ensure the student understands that this is a retelling of the story, not a reading of it. Therefore, he or she must know the story very well. He or she will be taking on the roles of all the characters.

Reading



Take out the book *Round and Round*.

Turn to the report "Find a Pattern!" Pick one of the story titles from the report or one of your favourite stories that you would like to retell.

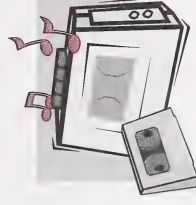
What is the title of the story you wish to retell?

You are going to retell the story using puppets, pictures you draw, paper or plastic models, or felt-board characters.



Which would you like to use? Why?

When you are ready to retell the story, practise it several times.



Then tape your retold story. Have fun!

Discuss which method of retelling the story the student prefers. Have the student answer orally why he or she prefers that method.

After the student has made the puppets or drawn the characters, have him or her practise retelling the story several times.

Encourage him or her to use different voices for the characters and to speak clearly, with ease, expression, and energy.

Refer to the Home Instructor's Guide for more information.

Both you and the student read silently for ten minutes.

Break for lunch.



Silent Reading

Enjoy your reading time.

Journal Time



Take out your journal. Turn to the Reading Response section.

Remember to print the day's date at the top of the page.

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal.

To help you think about the story you just read, use the following sentence starters. Copy the sentence starters onto your journal page and finish each sentence.

- I liked/didn't like this story because . . .
- The part I liked/didn't like most was . . . because . . .
- I liked the illustration on page _____ because . . .

Turn to the Home Instructor's Guide for information about this activity.

Spelling



It's time for a spelling test in your Assignment Booklet.

Fun with Phonics

These words are from the report "Find a Pattern!" Read them aloud.

man met fun in dog run
fast catch did on hen of

Circle the words in green that have the **short a** sound.

Put a purple square around the words that have the **short i**.

Put a blue triangle around the words that have the **short u**.

Put a red X on the words that have the **short o**.

Underline the words in orange that have the **short e**.

You will now review the **short a, e, i, o, u** sounds. You will also make a fold-up book from pages 47 and 48.



Do pages 45, 46, 49, and 50.

Module 2A: I Love a Good Story

The words with “short i” vowel sound are *in* and *did*. The words with “short u” vowel sound are *fun* and *run*. The words with “short o” vowel sound are *dog*, *on*, and *of*. The words with “short e” vowel sound are *met* and *hen*.

Refer to the Home Instructor’s Guide for more information about this activity. Have the student make the book from pages 47 and 48 and read it to you.

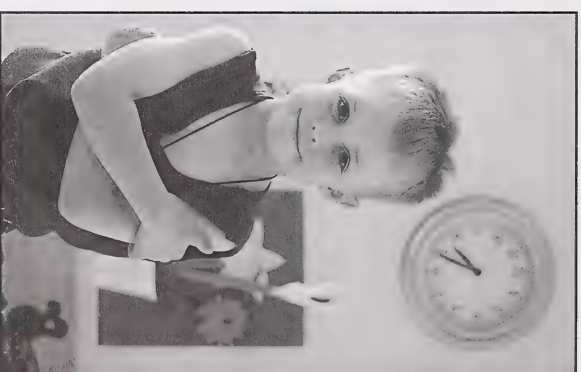


Refer to the Home Instructor's Guide for more information about this activity.

Eyes See Patterns

In the report "Find a Pattern!" you read about patterns in tales. You also found patterns all around you.

What part of your body helped you to find those patterns? _____



Yes, your **eyes** help you see patterns and many other things, too. Look around your room. What do you see?

Have the student print eyes on the line.

Print ten objects you see in your room.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Print six colours that you see in your room.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Discuss how you can guess what an object feels like without touching it. For example, a stuffed toy looks soft, sandpaper looks rough, glass looks hard or smooth, ice looks cold, and so on. Talk about objects that look soft, rough, smooth, hard, wet, cold, hot, and mushy.

Sometimes you can tell what an object feels like just by looking at it.



Think how things feel. Can you think of objects that feel soft, rough, smooth, hard, wet, cold, hot, mushy? Circle **Yes** or **No**.
What are they?

Look carefully at the objects in your room. Do not touch them. In the chart, print the names of four objects. Then print what you predict each feels like.

Object	Feels Like

Why do you think eyes are important?

Play the game "I Spy with My Little Eye."

Brainstorm ideas about the importance of eyes, such as they keep you safe, they help you see, they show you beautiful things, and so on. Have the student give examples of each.

Refer to the Home Instructor's Guide for information about this game.



Can you guess the answer to this **I Spy** riddle?

I am the colour brown.

I am the shape of a small round scoop.

I feel cold and wet.

I can make you happy.

What am I? _____



Have the student try to find the answer to the riddle (**chocolate ice cream**) and print it on the line.

Have the student write his or her own riddle on the lines. Try to figure it out.

Now on the following lines, write an interesting riddle for your home instructor to figure out!

I am the colour _____.

I am (how big?) _____.

I feel _____.

I can _____.

What am I? _____.



Take out a sheet of unlined paper.

Look in the mirror. Look carefully at your eyes. On the line print what colour they are. Then draw them on your paper, and print your name below.

Draw a horizontal line in the centre of an unlined sheet of paper. Give the student a hand mirror. Have the student draw and colour his or her own eyes in the top half of the paper. Have the student print the colour on the line.

Refer to the Home Instructor's Guide for more information about this activity.





Then look at the colour of your home instructor's eyes. Print the colour they are.

Draw them in the bottom half of your paper.

Have the student draw and colour your eyes in the bottom half of the paper. Have him or her print your name under the picture.



Complete Day 3: Assignment 2 in your Assignment Booklet.

Looking Back

Were you able to figure out the **I Spy** riddle?

What did you enjoy most today?

Is there an area in which you would like to improve? What is it? What do you think you can do to improve?

Do you like tape recording your work for your teacher?

Story Time

Relax and enjoy the story!

Module 2A: I Love a Good Story

Turn to Assignment Booklet 2A and complete Day 3: Learning Log. Have the student include his or her comments.



Sharing Time

Choose something you did today that you want to share with a friend or family member.

You could
retell the tale
using your
puppets or
drawings.
You could
play the tape.



You could
play “I Spy with My Little Eye.”

Day 4: I Can Write a Tale

You're going to read about Elena and the tales her father tells her.

You'll get to finish one of the tales Elena's father started about a giant and his dressy dogs.

Are you ready to write a good tale?



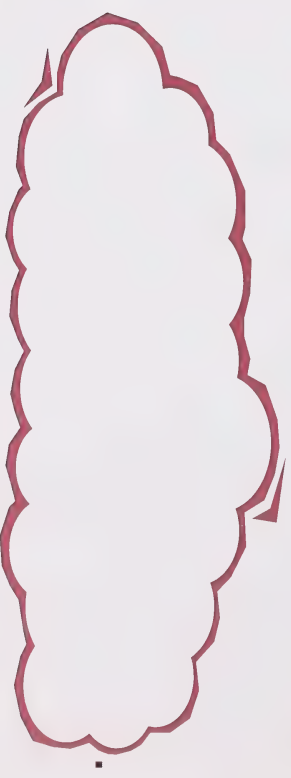
Ask the student what today's date is. Have him or her arrange the date on the Calendar Wall.

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.

What is the weather forecast for today?

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 4.

Reading

Read the title and look at the pictures of the story that follows. Try to think about what the story might be about.

Discuss the title and the pictures. Accept any views the student may express.

The Almost-Told Story

The bus rolled along the road.

Elena was tired of riding.

"Please Dad, tell me a story," said Elena.

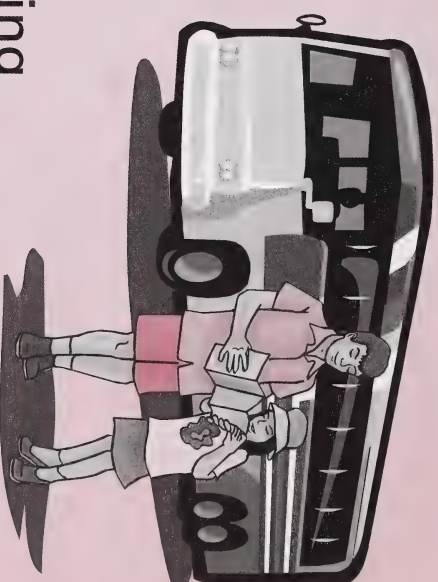
Dad looked up and thought. Elena waited.

"Did I tell you the story of the sleeping princess?" asked Dad.

"Yes, about twenty times," said Elena. "How about a new story?"

Dad looked up and thought. Elena waited.

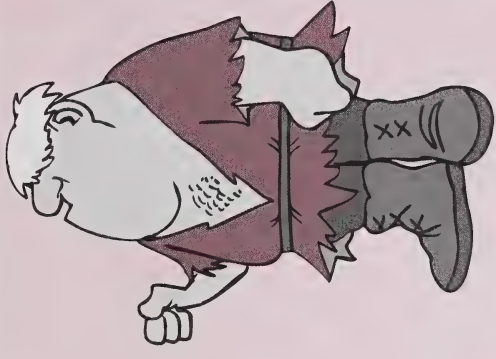
"Did I tell you the one about the three bears?" asked Dad.



"Yes, about twenty-five times," said Elena.
"How about a new story!"

Dad looked up and thought. Elena waited.
"Did I tell you the story about the giant and his dressy dogs?" asked Dad.

"No! Please tell me that one," said Elena.
"Once upon a time . . ." Dad began the story.
Just then the bus rolled to a stop.
"Wait a minute," said Dad.
"We're here!"



Now read the story aloud.

Have the student answer all the questions orally.



Elicit Elena and her dad are real. The giant and the dressy dogs are imagined characters. You know that because the dad says, "Did I tell you the story of the giant and his dressy dogs?" Also, giants are not real and the dogs in the picture do not have real markings.

Talk about Elena's reactions to her father's attempts at storytelling. She feels annoyed at having to hear the same stories over and over again. You know she feels like that because of what she says.

Discuss the ending of the story. Ask the student to explain his or her feelings about it.

Which part of the story is real? Which part is imagined? How do you know that?

How does Elena feel? How do you know she feels like that?

Did you like the way the story ended?
Circle  **Yes** or  **No**. Why or why not?

Read the story again silently.

Writer's Workshop

You can finish the tale Elena's dad started.

Look at the pictures in "The Almost-Told Story" to get some ideas.

Who will be in your tale? Where does it happen? What happens in the tale? Fill in the chart.

Characters	Setting	Events

Brainstorm a story line with the student. Then have him or her fill in the chart of story elements.

The student may use the title suggested or choose a different one. Have the student answer orally that the story started with "Once upon a time"

Ensure the student refers to and follows the guidelines in "The Writing Process" chart from the Appendix. Assist him or her as needed by providing support, encouragement, and guidance throughout the development of the story.

Refer to the Home Instructor's Guide for more information about this activity.



Take out lined paper.

Write your tale. You may call it "The Giant and His Dressy Dogs." Begin the story like Elena's dad did. Look back to check.

Print your name on the paper.

Journal Time



Take out your journal. Turn to the Reading Response section.

Remember to print the day's date at the top of the page.

To help you think about “The Almost-Told Story,” use the sentence starters on this page. Copy the sentence starters onto your journal page and finish each one.

- I liked/didn’t like the girl in the story because . . .
- The best part of the story was . . .
- I liked the illustration on page _____ because . . .



Enrichment (optional)

If you have time, do this activity.

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal.

Refer to the Home Instructor’s Guide for information about the Enrichment activity.

New Words

Read these words from “The Almost-Told Story” to your home instructor.

asked

new

story

please

thought

waited

Remember, if you have a hard time saying a word, look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use the new words to complete the following sentences.

1. "Tell me a _____ Dad."
2. "Pass the milk, _____."
3. I _____ that was you on the bus.
4. Elena _____ a long time for a story.

The answers are story, please, thought, and waited.

The answers are new and asked.

Have the student print the answers on the lines. The answers are ask, store, new, please, wait, and thought.

5. Is that the _____ book you bought?

6. Darcy _____ his mother if he could stay up late.

Print the answers to the following questions.

1. What is the little word in **asked**? _____

2. Change one letter in **story** to mean a place where you buy things.

3. What is the opposite of **old**?

4. What do you say when you ask for something?

5. What is the little word in **waited**? _____
6. When you think of something, you have a
_____.



Take out six white index cards.

Print the six words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for today's high-frequency words.

Print the six new words in your dictionary.

Break for lunch.



Silent Reading

Enjoy your reading time.

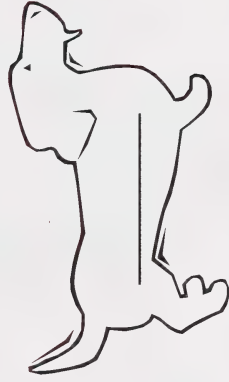
Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Fun with Phonics

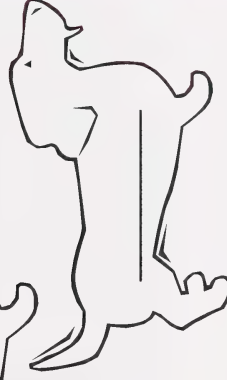
Read each word. Circle the first vowel in each.

cake face late rain wait save



What is the vowel?
Print it in the dog.

Print four words that have the **long a** sound.



Explain when there are two vowels together in a word, the first vowel usually stands for the long sound. The second vowel is silent as in *rain* and *wait*. In a long sound, the letter makes the sound when you say its name. A “long a” says its own name.

Refer to the Home Instructor's Guide for more information about this activity.

After the student reads the story aloud, have him or her print the answers to the questions on the lines. Elena and her father are on a bus and are **probably travelling** a long distance. Have the student answer why orally. They need a bus to get to where they are going and a bus travels longer distances than you would walk. Elena thinks there is time for her father to tell a story.

How well do you know words with **long a**?



Do pages 53 and 54.

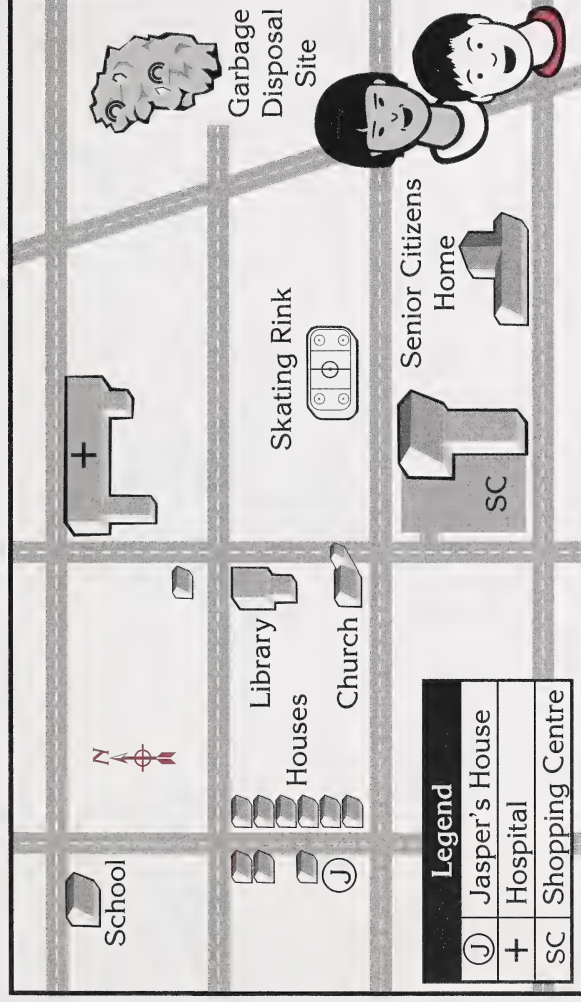
Is That Right?

Read "The Almost-Told Story" aloud. Then answer the following questions.

Where are Elena and her father?

Do you think they are travelling a short distance or a long distance? Why?

Look at the map of Elena and Jasper's community.



Many facilities are shown. The school is to the **left** of the hospital. The skating rink is to the **right** of Jasper's house.

Do you know the difference between **left** and **right**?

Circle **Yes** or **No**.

Discuss left and right. If the student has a good grasp of the difference, continue with the questions. If not, explain left and right directions. You could use hands for one example. Have the student answer the questions on the lines. Assist if needed.

The senior citizens home is to the right of the shopping centre. The hospital is to the right of the school. The library is left of the skating rink. The church is right of Jasper's house.

1. What is to the **right** of the shopping centre?

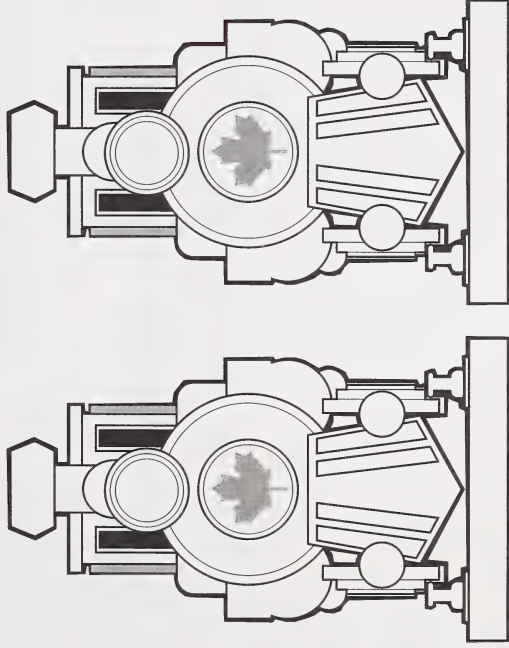
2. What is to the **right** of the school?

3. Is the library **left** or **right** of the skating rink?

4. Is the church to the **left** or **right** of Jasper's house?

Ensure the trains are coloured correctly.

Colour the left train green. Colour the right train blue.



Print a sentence using the word **left** to show direction.

Ensure the student uses the words *left* and *right* to mean direction. For example, “I hurt my left hand,” not “I left the book on the table.” Discuss the sentences before the student writes them.

Print a sentence using the word **right** to show direction.



Complete Day 4: Assignment 3 in your Assignment Booklet.

Maps

Review and discuss how maps help you learn. Look at the atlas and review the items learned from Day 1 in this module.

Maps can show communities. You just saw a map of Elena and Jasper's community. You drew a map of your own community in Module 1.

Community maps show where important places, like houses and facilities, are.

This is a map of **North America**. It shows the countries **Canada**, the **United States of America (USA)**, and **Mexico**.

Maps can show the countries of the world and help you learn about them.

Colour Canada blue.

Colour Mexico green.

Colour the United States of America yellow.



Looking Back

Raise your left hand. Raise your right hand.

Did you enjoy writing your own ending to
"The Giant and His Dressy Dogs"?

Do you like writing stories?

Do you like using your imagination?

Which activities did you like most today?

Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 2A
and complete Day 4: Learning
Log. Have the student include
his or her comments.

Sharing Time

Choose something you did today that you would like to share.

You could read the tale you wrote.

You could read
"The Almost-Told
Story."

You could tell
someone some
interesting things
about maps.



Day 5: Interesting Characters

Do you know the story “The Three Billy Goats Gruff”? Circle  **Yes** or  **No**.

It has some interesting characters.

You’re going to read another story and meet some more characters—three beavers and a Sasquatch!

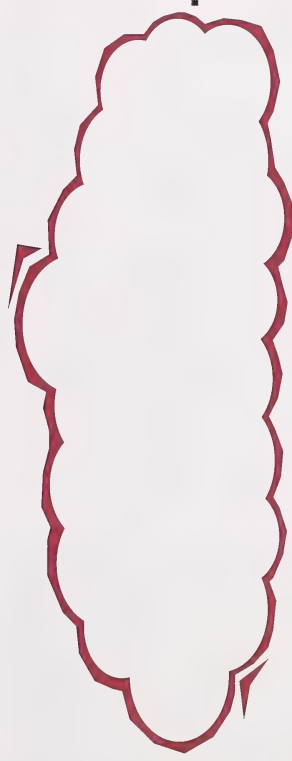
Get ready to meet them all today!



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What was yesterday's date?

What will tomorrow's date be?

Have the student answer the questions orally.

Discuss today's forecast with the student.

Discuss the current weather with the student.

Read the story "The Three Billy Goats Gruff" to the student. The story appears in the Home Instructor's Guide.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on **Module 2: Day 5.**

Reading

You just listened to the story "The Three Billy Goats Gruff."



Have the student answer the questions orally.

Name the characters in the story.

Where did it take place?

What was the problem the billy goats had?

What happened in the story?

You are going to read a story called “The Three Beavers Brown.” This story is a **version** of “The Three Billy Goats Gruff.” Instead of billy goats, the story is about three beavers called Brown.

Make some predictions about this story.
Where do you think the beavers live?

Explain that *version* means a slightly different form of something. In this case it’s a slightly different form of the same story.

Have the student make the predictions orally.

What do they want to do?

What kind of mean character do you think they will meet?



Take out the book *Round and Round*.



Turn to the Contents page.

What page is the story "The Three Beavers Brown" on? _____

Turn to page 6.

Who are the authors of "The Three Beavers Brown?"

Who is the illustrator of "The Three Beavers Brown?"

Have the student print the answers on the lines. The story is on page 6.

The story is written by Liz Stenson and Iris Zammit.

The illustrator is Bernadette Lou.



Have the student answer the questions orally. There are three beavers. The beavers live in the mountains by a creek or stream.

The student may predict the beavers want to build a lodge, and they will need wood to build it. Accept any ideas the student may suggest.

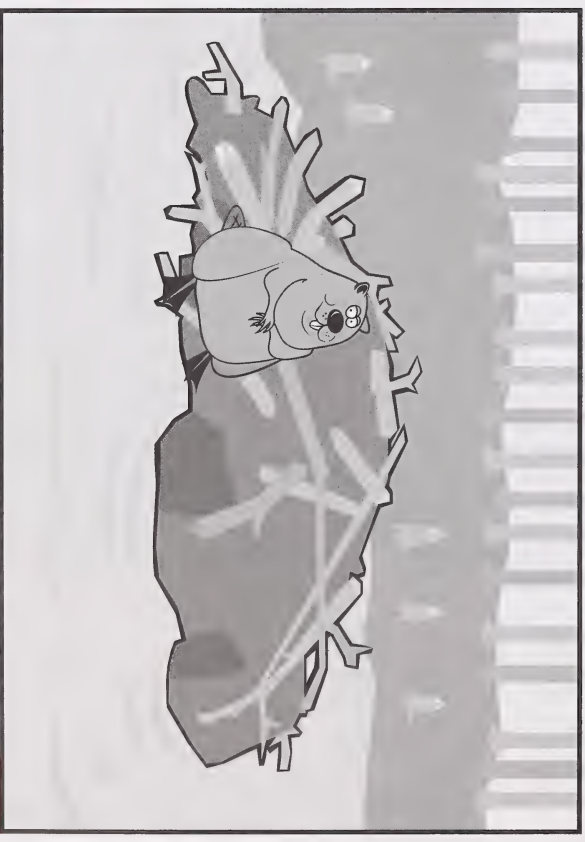
What does the illustration on page 6 tell you?

What do you think the beavers might want to build? What do they need to build it?

Read
page 6
aloud.

Were your
predictions
correct?

Circle **Yes**
or **No**.



Now look at page 7.

How can the beavers get across the creek?

What sound does the beaver's big flat tail make as it swims?

What do you think might happen next?

Read page 7 aloud.

Were your predictions correct?

Circle **Yes** or **No**.



Have the student answer the questions orally. The beavers can swim across the creek. Accept any answer for the second question. The beaver may meet a scary or mean character.

The flat tail makes a slip slap sound.

Have the student answer the questions orally. Accept any ideas the student may suggest.

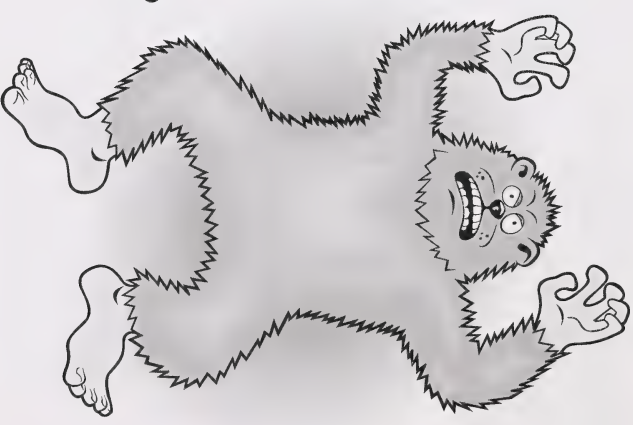
Turn to page 8.

Who do you think that big character is?

What is he going to say to the beaver?

What could the beaver say to the mean character?

Read page 8 aloud.



Were your predictions correct?

Circle **Yes** or **No**.

Discuss the predictions after reading.

Look at pages 9 to 11.

Who else is going to swim across the creek?

What is going to happen?

Read pages 9 to 11 aloud.

Were your predictions correct?

Circle **Yes** or **No**.



Turn to pages 12 and 13.

What will Great Big Beaver Brown say to Sasquatch?

Have the student answer the questions orally. The other two beavers will try to swim across. The Sasquatch will want to eat them as well.

Have the student continue to answer the questions orally.

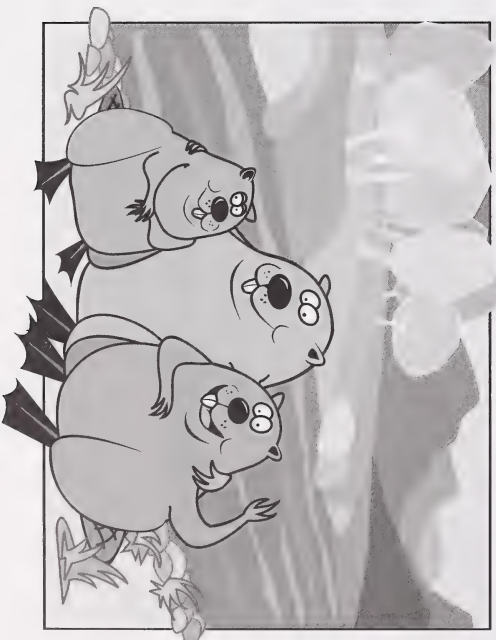
What happens in the end?

Read pages 12 and 13.

Were your predictions correct?

Circle **Yes** or **No**.

Read the story again silently.



Use the questions to discuss the story with the student. Have the student respond orally.

How did Great Big Beaver Brown trick the Sasquatch?

After the Sasquatch realized he had been tricked, how do you think he felt?

What did you learn about the beavers? What did you learn about the Sasquatch?

Who made the footprints in the mud?

Do you think the Sasquatch will come back to bother the beavers ever again?

Why or why not?

The Sasquatch may not return because he was tricked and was embarrassed about it. Your student may suggest other ideas.



Give positive feedback to the student if he or she remembers to put the date at the top of the page. If the student forgets, remind him or her to do so.

Discuss each sentence starter and the student's response to it. Then have the student print the response in the journal.

Discuss the two stories with the student.



Journal Time



Take out your journal. Turn to the Reading Response section.

To help you think about the story "The Three Beavers Brown," use the sentence starters on this page. Copy the sentence starters onto your journal page and finish each one.

- I liked/didn't like this story because . . .
- The best part of the story was . . .

How are the characters in the story "The Three Beavers Brown" and the characters in the story "The Three Billy Goats Gruff" similar?

Music and Movement



You will listen to some music that was written long ago.

You will be listening to a piece of music by the **composer** Georges Bizet. He lived over one hundred years ago in France.



The piece is called “March (Trumpet and Drum).” Georges Bizet meant the piece to sound like someone is marching.

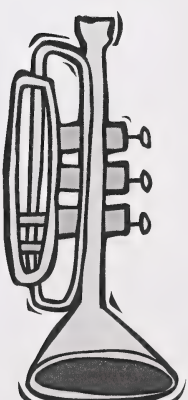
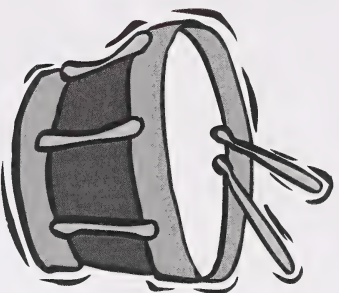
Show the CD *JEUX D'ENFANTS* to the student. Explain that *joux d'enfants* is French for “children’s games,” and that all the music on the CD was written by composers with children in mind. Read the names of the composers on the CD. Explain that a *composer* is someone who writes music. Ask the student to look up the word *composer* in the dictionary. Tell the student that he or she will be listening to all the pieces written by great composers.

Look up France in an atlas.

Play Bizet's "March (Trumpet and Drum)." When the trumpet and drum parts come in, point them out to the student. The trumpet comes in quietly in places near the beginning, here and there throughout the piece, and then again at the end. The drum is heard quietly as well. It does not dominate the piece as the title might suggest. After listening to the selection, discuss the student's reaction to it and whether it is suitably named.



Listen for the trumpet and drum.



Did you enjoy the music? Circle **Yes** or **No**.

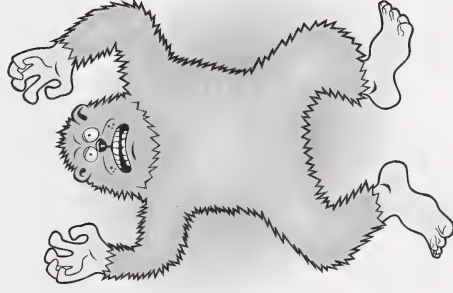
Does it make you feel like marching?

Did you hear the trumpet and drum in it?
Circle **Yes** or **No**.

This music fits the story "The Three Beavers Brown."

Listen to the music again. Pretend you are Little Beaver Brown at the beginning when the music is quiet.

When the music becomes loud and scary, pretend you are the Sasquatch. Move the way you think a Sasquatch would move.



When the music gets quieter again, be another beaver trying to cross the river.

When it gets loud again, become the Sasquatch.

Play the music selection again. The selection starts out quietly, then becomes louder, then quieter, then louder again. Tell the student to imagine the Beavers Brown coming to the river and attempting to cross it. The loud part is the Sasquatch appearing and talking in a booming voice frightening the beaver. The next section (quieter) can be the second beaver coming to the river and in turn being frightened by the loud, scary Sasquatch. Encourage the student to move to the music—like a beaver during the quieter parts, and like the Sasquatch during the louder parts. If the student is hesitant about moving to the music as the characters would, join in the movements with the student.

Play the piece again. Have the student experiment with different actions and movements to go with the music.

Refer to the Home Instructor's Guide for more information.

Tell the student that he or she will make a picture map of one event from the story. Explain that a *picture map* shows something that happened in the story and where it happened. See the example of the picture map in the Home Instructor's Guide.

That was great! Now do your actions and movements again to the music.

A Picture Map

You know what a map is. In Module 1, you drew one of your community.

You will now make a **picture map** from the story "The Three Beavers Brown."

In your picture map show where the Beavers Brown live. Also show something that happened in the story. Label parts of your map.



Take out two large sheets of paper.

Have fun making your picture map!

New Words

These words are from the story "The Three Beavers Brown." Read them to your home instructor.

across

began

build

only

Show the student how to make a picture map on one of the sheets of paper. You may use the example in the Home Instructor's Guide. Tell the student which event you are portraying, and explain what you are doing as you make your map. Ask the student for suggestions as you draw and label the map.

Remember, if you have a hard time saying a word, look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use your new words to complete the following sentences.

1. "I will _____ tell you this once," said mother.
2. The beavers wanted to _____ a lodge to live in.

The answers are only, build, began, and across.

3. It _____ to rain.

4. Little Beaver Brown swam
_____ the creek.

Print the answers to the following.

What is the opposite of **stopped**?

What you do when you make something?

What is the little word in **only**? _____

Have the student print the answers on the lines. The words are **began**, **build**, and **on**.

The word is cross.

This symbol, **+**, can be spelled by dropping one letter in **across**. What is it? _____



Take out four white index cards.

Print the four words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.

Break for lunch.



If there are any other words from the story "The Three Beavers Brown" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Silent Reading

Both you and the student read silently for ten minutes.

Enjoy your reading time.

Fun with Phonics

Read each word aloud. Circle the first vowel in each word.

bite kite nine line dime mine

What is the first vowel? Print it in the beaver.



Explain again how the first vowel in a word usually stands for the long sound when there are two vowels in a word. The second vowel is silent. In a long sound, the letter says its own name.

Examples of other "long i" words are *like*, *hike*, *nine*, *bike*, *time*.

Think of four words that have the **long i** sound. Print them in the beavers.



You will be working with words that have the **long i** in them.



Do pages 55 and 56.

Refer to the Home Instructor's Guide for information about this activity.

May the Force Be with You

How well do you remember facts about magnets?

What is a magnet?

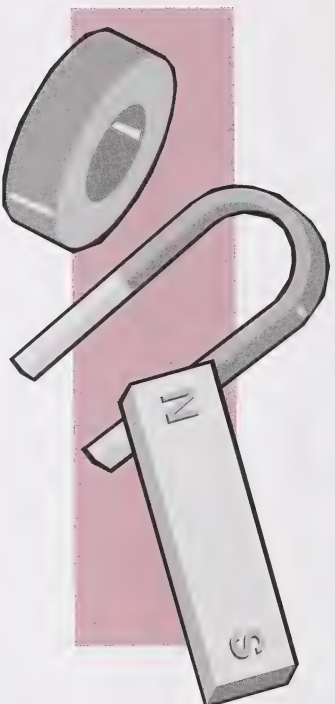
What is a magnetic object?

What kinds of object are magnetic?

Are all metal objects magnetic?

What must a metal object have to be magnetic?

Review facts about magnets. Have the student answer the questions orally as follows: a magnet is a piece of metal that attracts iron or steel to it; a magnetic object can be attracted by a magnet; metal objects; no; iron or steel; Yes; You can do an experiment with different magnets picking up metal objects, like paper clips to see which magnet holds more; poles; north and south; the ends; unlike poles (N and S) attract, like poles (N and N or S and S) repel.



Are some magnets stronger than other magnets? How can you show that?

What are the ends of magnets called? Name the two poles.

Where is the best place on a magnet to attract things?

What is the rule for magnets?

If you got them all right, you know your magnetic facts!

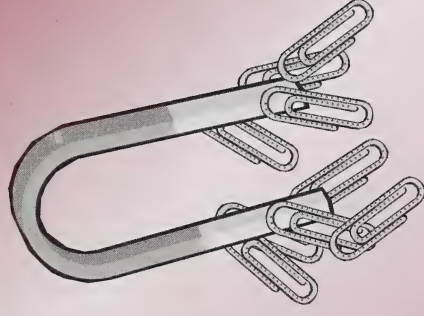


You know how strong magnets can be. Do you remember all the paper clips your magnets picked up on Day 17 in Module 1B?

Do you think your magnets could pick up paper clips through paper?

Circle **yes** or **no**.
 through plastic? Circle **yes** or **no**.
 through wood? Circle **yes** or **no**.

Experiment to find out which materials the **magnetic force** can pass through.



Discuss *magnetic force*: the invisible space around a magnet that has the power to attract magnetic objects.

Place ten objects on the student's desk, such as a piece of aluminum foil, a thin piece of cloth, a piece of paper, a plastic lid, a wooden cube, a tin can, a glass of water, and two other items such as a plate, a piece of cardboard, a rubber mat, a small rug, a Styrofoam tray, or a piece of glass.

Have the student answer orally. The paper clip "jumps" or is attracted to the magnet. Accept the student's answer whether the magnet would attract the paper clip through the wood.

By checking the appropriate columns in the chart, have the student predict which of the materials on the desk will allow the magnetic force to pass through. Fill in the two remaining lines in the "Material Being Tested" column.



Take out your magnets and a paper clip.

Put the paper clip on your desk. Move a magnet slowly towards it. What happens?

Put a piece of wood between the magnet and the paper clip. Do you think the magnetic force is strong enough to attract the paper clip through the wood?

Will the magnetic force pass through the materials listed in the following chart?

Show your predictions by putting a check mark (✓) in the correct column.

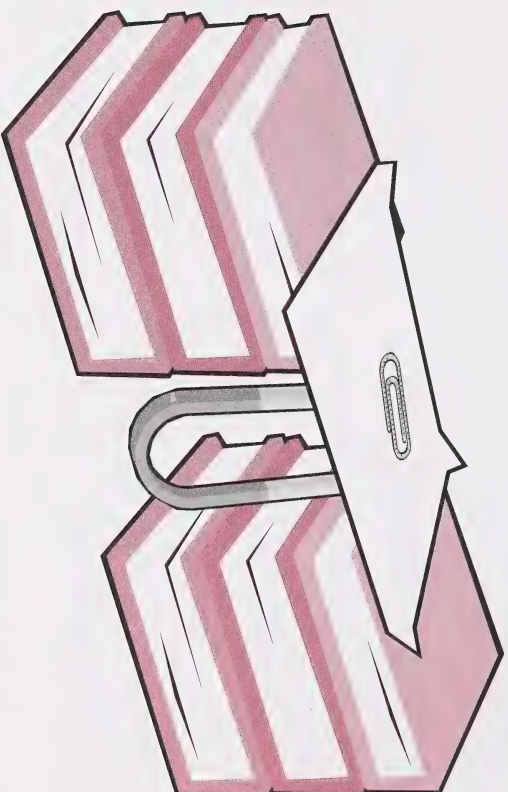
Material Being Tested	Predictions		Observations
	Yes, the magnetic force will pass through.	No, the magnetic force will not pass through.	
aluminum foil			
cloth			
wood			
plastic			
tin can			
shoe			
water			
finger			

To conduct this experiment, make two piles of books of the same height. Place the material to be tested over and between the two piles. Place the paper clip on top of the material. Have the student move the magnet underneath the material to see if the paper clip will move with it. If it does, then the magnetic force can pass through that material. Place the paper clip in the water for the water experiment.

The magnet can move the paper clip through non-magnetic materials, such as paper, aluminum foil, cloth, water, plastic bag, and other items depending upon their thickness. Very thick layers keep the magnetic object out of the magnet's field of force. Discuss orally that a magnetic force is invisible and it can pass through thin layers of non-magnetic materials.

Now you will do the experiment. Print what you see in the **Observations** column in the chart.

Set up the experiment like this.



What did you learn with this experiment?

Complete Day 5: Assignment 4 in your Assignment Booklet.



Amazing Magnets



Take out your *Amazing Magnets* booklet.

On page 5, write one amazing fact you have learned about magnets so far.

On page 6, make a drawing of that fact.

On page 7, write another amazing fact about magnets.

On page 8, make a drawing of that magnet fact.

Have the student add two more amazing facts about magnets to the *Amazing Magnets* booklet.

Discuss that someone with a *magnetic* personality has such a pleasing personality (pleasant or easy to get along with) that he or she attracts people. Compare the traits of a magnetic personality with those of a magnet. A magnet attracts and repels objects, just as a person might attract and repel people. Talk about people you and the student know who have magnetic personalities.

Magnetic Personalities

Do you know anyone with a **magnetic** personality? Circle **Yes** or **No**. Who is that person?

What is it about that person that makes him or her a magnetic personality?





Take out lined paper.

Write the person's name and list all the things that are "magnetic" about that person. The title can be "A Magnetic Personality."

Have the student make a list about the person. It should include that person's name, and his or her "magnetic" traits. Make your own list describing someone you know for the student to follow as an example. See the example in the Home Instructor's Guide.

Do you think the Sasquatch from the story "The Three Beavers Brown" **attracts** people? Circle **Yes** or **No**.

Have the student answer orally. The Sasquatch does not attract people to himself—he repels them.

Does he **repel** people? Circle **Yes** or **No**.

He does not have a magnetic personality. He is rude, yells at the beavers, and wants to do a terrible thing to them (eat them). He is not polite.

The Sasquatch could allow the beavers to swim across his creek and tell them to help themselves to the birch trees.

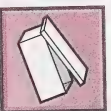
Does the Sasquatch have a magnetic personality? Why or why not?

What could the Sasquatch do differently to become a magnetic personality?

You are going to make a Sasquatch! You can make him a magnetic personality or leave him the way he is in the story.



Take out poster paper.



Take out your crayons.

On a large sheet of mural or poster paper, draw an outline of a Sasquatch. The student will fill it in by gluing materials, such as bits of yarn or brown tissue paper clumps for the fur. Have the student colour a nose, eyes, and mouth with the chosen personality in mind.

What did the Sasquatch say in the story?

What would your Sasquatch say differently if he was a magnetic personality?

Print dialogue for your Sasquatch in the speech balloons.

Looking Back

What was the best part of today?

Did you like making the Sasquatch?

Are you happy with the way the Sasquatch turned out? Why or why not?

Have the student write dialogue for the Sasquatch. The student may use the dialogue from the story or make up his or her own dialogue for the Sasquatch. Discuss dialogue the Sasquatch would use if he were different from the way he is in the story.

Draw large speech balloons on paper, have the student fill in dialogue sentences in each one, cut the balloons out, then place them around the Sasquatch.

Have the student share his or her work by displaying the Sasquatch and his dialogue somewhere so that others may see it.

Turn to Assignment Booklet 2A and complete Day 5: Learning Log. Have the student include his or her comments.



Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share.

Read "The Three Beavers Brown."

Show your picture map from the story "The Three Beavers Brown."

Tell someone all you learned about magnets.



Day 6: Characters Have Feelings

Did you like the troll in the story
"The Three Billy Goats Gruff?"

Circle  **Yes** or  **No**.

Did you like the Sasquatch in the
story "The Three Beavers Brown?"

Circle  **Yes** or  **No**.

You get to imagine how it feels to be
one of them today. That should be a
challenge!

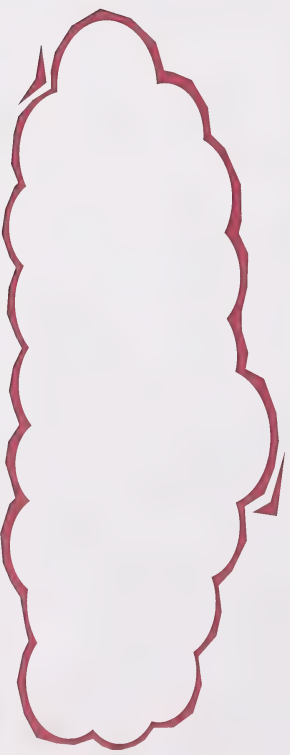
Have the student answer the questions orally.

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

Discuss today's forecast with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 6.

Reading



Take out the book *Round and Round*.

Turn to the story "The Three Beavers Brown." Read it aloud.

As you listen to the story "The Three Billy Goats Gruff," see if you can think of ways the stories are the same and how they are different.

Module 2A: I Love a Good Story



Discuss the current weather with the student.

Read "The Three Billy Goats Gruff" in the Home Instructor's Guide to the student.

As the student names the story elements, write them down on a chart on the board or chart paper. Refer to the chart shown in the Home Instructor's Guide for more information.

With the student and using the information on the chart, make a *Venn diagram* to compare the stories. With the Venn diagram, the student compares two versions of the same story. Explain to the student how the Venn diagram can be used to show how the two stories are the same and how they are different. A Venn diagram is started in the Home Instructor's Guide.

Name the characters, setting, problem, events, and a solution to the problem in both stories.

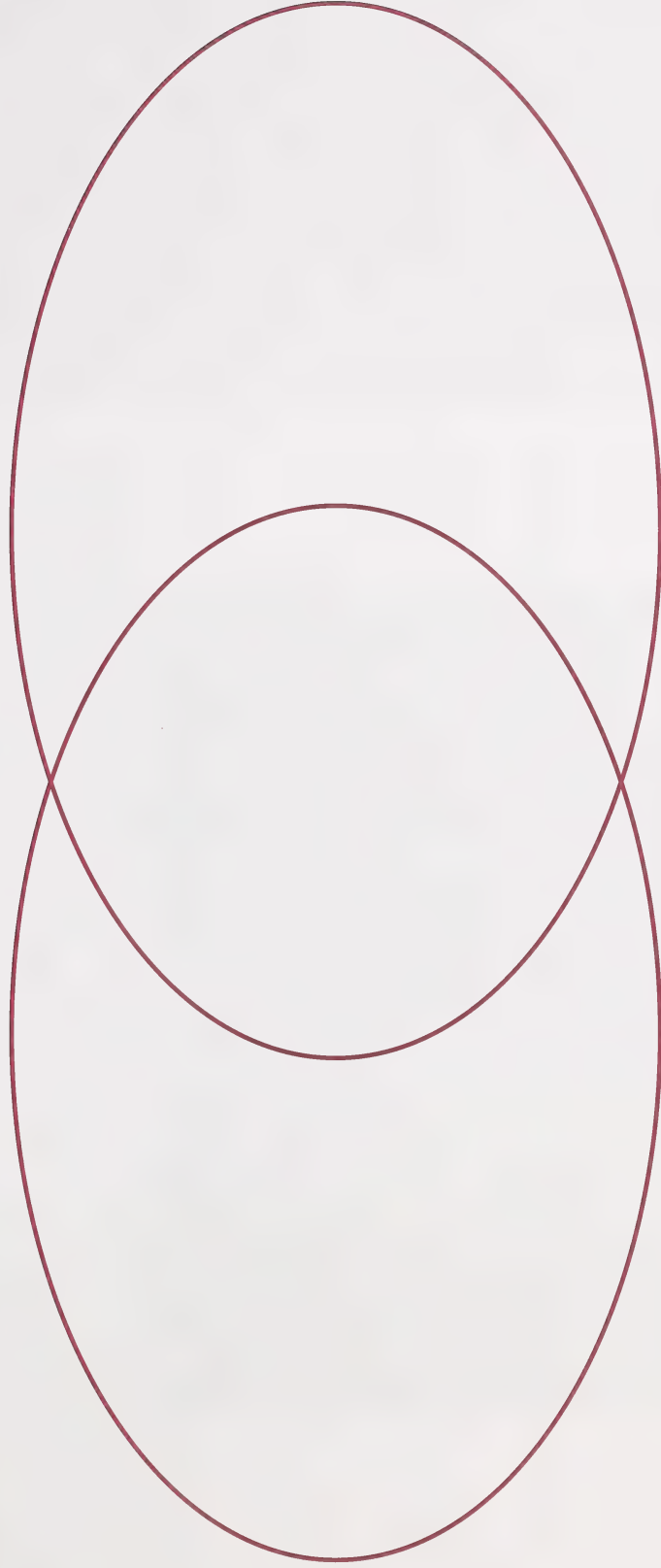
Do you remember the **Venn diagram** you made to compare frogs and toads in Module 1B? Circle  **Yes** or  **No**.

Compare “The Three Beavers Brown” and “The Three Billy Goats Gruff” stories using the following Venn diagram.

**The Three
Beavers Brown**

Both Stories

**The Three Billy
Goats Gruff**



Read the title of Caroline's writing "The Trespassing Beaver."

Explain the meaning of *trespassing*—going on someone else's property without permission. Read the text together with the student.

Ask why the author says the beaver was trespassing. (He was crossing the creek that belongs to the author.)

Turn to the inside back cover of your book *Round and Round* and read the title.

What does the author mean when she says the beaver was **trespassing** on her property?



Read the page.

Who is the author?

Have the student answer the questions orally. The author is **Caroline Gilbert**.

Who do you think is the illustrator? How do you know that?

Caroline Gilbert is also the illustrator because it looks like the same child drew the picture who wrote the story.

How does Caroline feel about the beavers that are trespassing?

She feels mad.

How does Caroline begin her writing?

Have you ever trespassed?

Discuss trespassing with the student. Talk about places where one should not trespass.

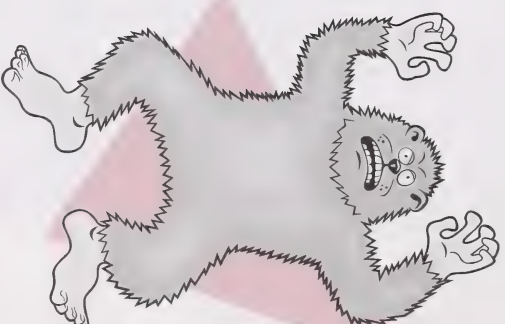
Have you ever seen someone else trespass?

Where are some places you shouldn't trespass?

Writer's Workshop

Caroline didn't like having the beavers trespass on her property. She felt angry that they were there.

Imagine that you are the Sasquatch in "The Three Beavers Brown" or the troll in "The Three Billy Goats Gruff."



How would you feel if you saw the beavers or goats coming on your property wanting to cut down your birch trees or eat the grass in your field?

Have the student choose to be the Sasquatch or the troll.

Discuss how the student would feel if the beavers or goats trespassed on his or her property. Remind them how Caroline felt when the beavers trespassed on her property.



Take out lined paper.

Pretend you are a Sasquatch or a troll. Write about how it feels to have beavers or billy goats trespassing on your property. Give your writing a title. Draw a picture about what you wrote.

Trespassing Foxes

Read the following **commentary** by Rachel Peterson. Rachel is in grade two and lives in Jarvie, Alberta.

Refer to the Home Instructor's Guide for more information.

Refer the student to "The Trespassing Beaver" as a guide for his or her writing.

Suggest "Trespassing Beavers" or "Trespassing Billy Goats" as a title.

Ensure the student has put his or her name at the top.

Explain that a *commentary* is not a story. It is a short remark or explanation.



We have
foxes in the
bush. They make
a horrible sound
at night and
they like to
steal from the
garbage.

Discuss Rachel's commentary.
Have the student answer orally.
Elicit that Rachel isn't happy
about it because they make a
horrible noise at night. The
word *horrible* tells she is not
happy with the situation.

Rachel doesn't say how she feels about the
foxes trespassing on her property. How do
you think she feels about that? Why do you
think that?



Enrichment (optional)

Your home instructor will explain the activity.

If time permits, refer to the Home Instructor's Guide for information about this activity.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Refer to the Home Instructor's Guide for today's high-frequency words.

Fun with Phonics

The following words are from the selections "The Trespassing Beaver" and "The Three Beavers Brown."

Module 2A: I Love a Good Story

Read them aloud.

time baby cave day side

tiny tail fine wait

Circle the words in green that have **long a**.

Put a purple square around the words that have **long i**.

You will be reviewing words that have the **long a** and **long i** in them.



Do pages 57 and 58.

The words with “long a” are *baby, cave, day, tail, and wait*.
The words with “long i” are *time, side, tiny, and fine*.

Break for lunch.



Silent Reading

Enjoy your reading time.

Journal Time



Take out your journal. Turn to the Reading Response section.

Use the following sentence starters to help you think about the story. Copy the sentence starters onto your journal page and finish each one.

Both you and the student read silently for ten minutes.

Ensure the student has printed the date at the top.



Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal.

Refer to the Home Instructor's Guide for more information about this activity.

- I liked/didn't like this story because . . .
- The part I liked/didn't like most was . . . because . . .
- I liked the illustration on page _____ because . . .

Spelling

These are the spelling words from your pre-test on Day 3.

set often last us read left

Print the six words on the following lines.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Sometimes bigger words have little words in them. When you need help with spelling a word, see if the word has a little word in it.

Can you find little words in the ones you just printed?

Have the student answer orally.
The little words *of* and *ten* in
often and *as* in *last* can be found.



Remind the student that a *consonant blend* is when two consonants come together in a word. Their sounds blend together, but each sound is heard. (This was introduced in grade one.)

The consonant blends are **ft** in **often** and **lt** in **last**.

Ensure that the student is saying the consonant blend sounds correctly.

Ensure the student is saying the vowel team sound correctly.

Another way to help you with a word is to look for a **consonant blend**. Do you remember what a consonant blend is?

Circle  **Yes** or  **No** .

Circle the consonant blends in these words.

often **last** **left**

Say the sounds of each blend.

Look for the vowel team in **read**. Circle it and say its sound.

Now read the spelling words again aloud.

Does knowing the vowel pairs and consonant blends and seeing little words help you with spelling the words? Circle **Yes** or **No**.



Take out your book *Round and Round*.

Read the story "The Three Beavers Brown" silently. Find big words that have little words in them. Print the big words on the lines. Circle the little words in each one.

Some bigger words that have little words inside them are as follows: *lived* (live), *decided* (decide), *for* (or), *jumped* (jump), *began* (be), *across* (a and cross), *bigger* (big), *appeared* (appear), *swimming* (swim), *going* (go), *swam* (am), *into* (in and to), *brother* (other), *sister* (is), *footprints* (foot and print), *some* (so), *once* (on), *Brown* (own).

Remind the student of the rhyme when two vowels are together. Explain that this is generally, although not always, the rule.

Read this rhyme.

When two vowels go walking,
The first one does the talking
And it usually says its name.
The second one says nothing at all.



Do you remember this rhyme from grade one? Circle  **Yes** or  **No** .

Have the student print words with double vowels, such as the following: ea in *beaver*, eat, *beautiful*, appeared; ee in *three*, see, *trees*, and *creek*; ai in *tail*; ia in *giant*.

In "The Three Beavers Brown," see how many words you can find with the following vowels walking together. Circle the walking vowel pairs in each word.

ea

ee

ia

ai

Read each word you just printed. Does the first vowel in each word say its name?

Circle  **yes** or  **no**.

Have the student read each word on the lines. Discuss how the vowel pairs in each word say the name of the first letter.

Together, review the things to look for when the student comes across a new word.

To help you read a new word, remember to look for

- little words in bigger words
- digraphs like **sh**, **th**, **wh**, **ch**
- consonant blends like **bl**, **st**, and **sn**
- controlled vowels like **ur**, **er**, **ar**, **or**, and **ir**
- two vowels walking together like **ee**, **ai**, and **ea**

Eyes See Everything

Do you remember Caroline Gilbert? She saw the beavers trespassing on her property.

Caroline sees many things. So do you.

Look outside your window. Name ten things you see.

What is it that lets you see all the beautiful things around you every day of your life?

Yes! Your eyes let you see the world around you. Eyes help you learn about the world.



Have the student list some of the things he or she sees in his or her world.

Eyes let you see everything. Discuss the importance of eyes and the ability to see.

Explain to the student that *eyesight* means the ability to see. Have the student tell you everything he or she can about eyes.

Have the student read each sentence aloud. Briefly discuss each one.

Talk about people the student knows who wear glasses or contact lenses and why they wear them. If possible, get a pair of inexpensive sunglasses and smear them with soapy water. Allow the glasses to dry. Have the student put them on and describe what he or she sees. Tell the student that some people have trouble seeing clearly.

What do you know about eyes and **eyesight**?

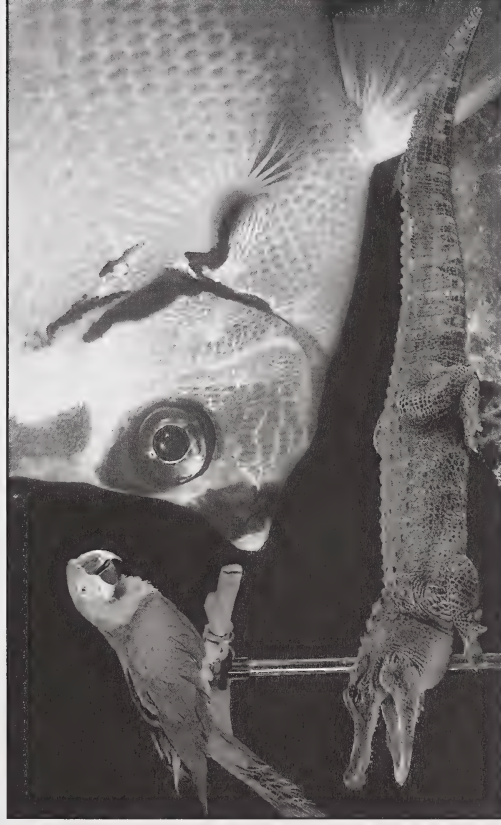
People have different colours of eyes—they can be blue, brown, green, hazel, and all shades in-between.

Some people need glasses or contact lenses.



Some people are blind and can see very little or not at all.

Some animals, like bats, cats, and owls, can see when it is quite dark. People need more light to see things.



Some animals, like fish and birds, have eyes on the sides of their heads.

Explain how some blind people use white canes to let others know they are blind and to help them move around. They sometimes use seeing-eye dogs. Some learn Braille so that they can “read.” Braille uses raised dots that represent different letters and are read by touch.

If possible, go to a very dark room. Hold up a piece of paper with writing on it and ask the student to read it.

Tell the student to place his or her hands on the sides of his or her head. Ask the student how that changes what he or she sees.

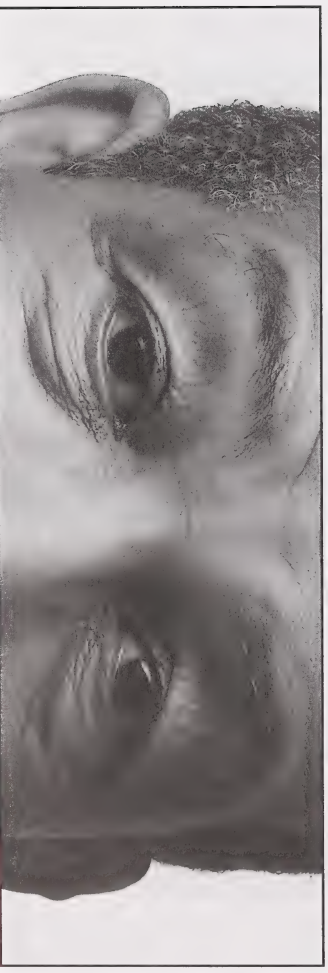
You have side vision too, although not as much as a fish and bird do.

Do you know why you blink?

Circle **Yes** or **No**.

Blinking helps to keep your eyes moist. The moisture comes from tears. Tears wash out tiny bits of dust, smoke, and other objects out of your eyes.

Explain how the eyes have natural protectors, such as eyebrows, eyelashes, and tears.

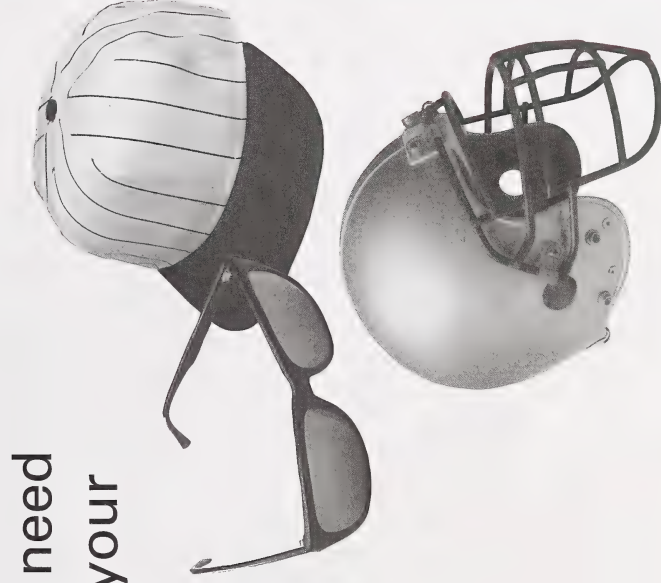


Your eyelashes and eyebrows help keep dust specks out of your eyes.

Your eyes are hard at work when they are open. Keep them protected!

Sometimes your eyes need more protection than your eyebrows and eyelashes can give them.

Can you think when your eyes may need more protection?



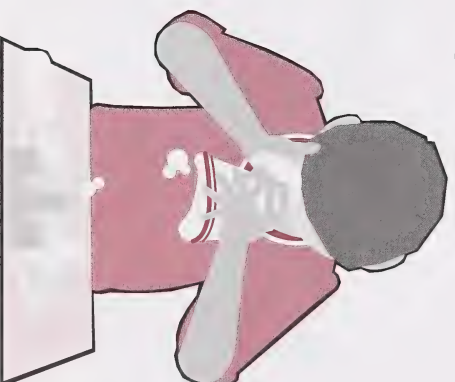
Discuss when eyes may need extra care and protection, such as in the following cases:

- in the sun, (wearing sunglasses and a hat to keep away the harmful rays of the sun)
- playing sports (wearing goggles and helmets)
- working around dangerous goods or situations, such as chemicals or welding equipment (wearing goggles and helmets)



What are some things you can do to keep
your eyes healthy?

Discuss having eyes checked
by a health-care professional;
eating nutritious foods every
day; wearing glasses when
needed; never rubbing eyes;
asking an adult's help if
something gets in the eye;
gently washing the eyes and
face daily.



To keep your eyes safe, you should avoid the following:

- strong chemicals and sprays
- slingshots and elastic bands used for shooting
- flying dirt, sand, sawdust
- being too close to the television set or computer monitor
- holding animals close to your face
- looking directly at strong and bright lights, including the sun
- sharp objects like pencils, sticks, knives, or some toys
- fireworks or firecrackers

Play safely. Never throw things in someone's face, especially sand, dirt, and sharp objects.

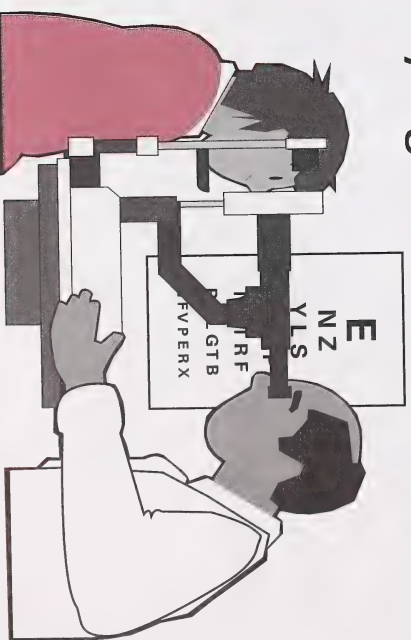
Discuss the ways eyes show they are unhealthy. Explain how these symptoms tell a person to go to a doctor right away as ignoring them can cause permanent damage to the eyes and eyesight.

Explain the words *discharge* and *crusted*. A *discharge* is a fluid coming out of the eyes. Crusted eyes occur when the discharge dries and becomes hard.

Sometimes your eyes can become unhealthy or hurt. You may notice one or more of the following:

- headaches
- can't see well
- dizziness
- itchy eyes
- burning eyes
- sore eyes caused by light

If your eyes are red or swollen, are always watery, or have a **discharge**, see a doctor.



If your **eyelids** are red, swollen, or crusted, see a doctor.



eyelids



Complete Day 6: Assignment 5 in your Assignment Booklet.

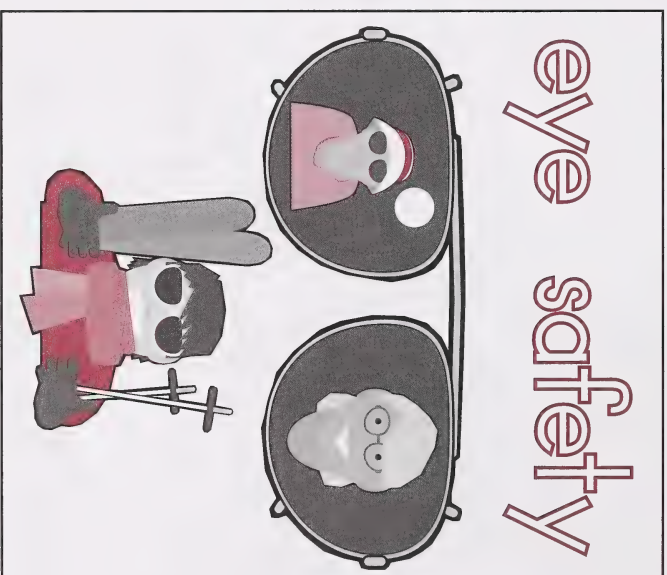
Make an eye-safety poster. Think of everything you learned today about how to keep your eyes safe. Pick one idea that you think is important to show on your poster. Use words and pictures.

Explain how the eyelids getting red, swollen, and crusted is different from the eyes getting red and swollen. The eyes refer to the eyeballs, whereas the eyelids refer to the skin on top of the eyes.

Review eye safety. Have the student think of an important safety issue. On the poster the student may draw sunglasses and fill it in with safety pictures as shown in the example or think of other ideas.



Take out poster paper.



Refer to the Home Instructor's Guide for more information.

Remember to put your name on the poster.

Looking Back

Which activities did you like most today?

Did you write about the Sasquatch or the troll? Why did you choose that one?

Which ending of the two stories “The Three Beavers Brown” and “The Three Billy Goats Gruff” did you like better? Why?

Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 2A and complete Day 6: Learning Log. Have the student include his or her comments.



Sharing Time

Choose something you did today that you would like to share.

You could share your writing about the Sasquatch's or Troll's feelings about trespassing.

Show your eye-safety poster and discuss it.

Tell everything you know about eyes.



Day 7: Problem Solving

The characters in “The Three Billy Goats Gruff” and “The Three Beavers Brown” all had problems to solve. They had to be clever to solve their problems. They were clever because they were quick to come up with ideas, solutions, plans, or even tricks.

You will learn ways that you can be clever, too.

Have the student answer the questions orally.

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Say the days of the week.

Say the months of the year.

Discuss today's forecast with the student.

Discuss the current weather with the student.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 7.

Music and Movement



Take out the *Music and Movement in the Classroom* CD #2.

In the last Music and Movement lesson on Day 5, you created movements to the story "The Three Beavers Brown."

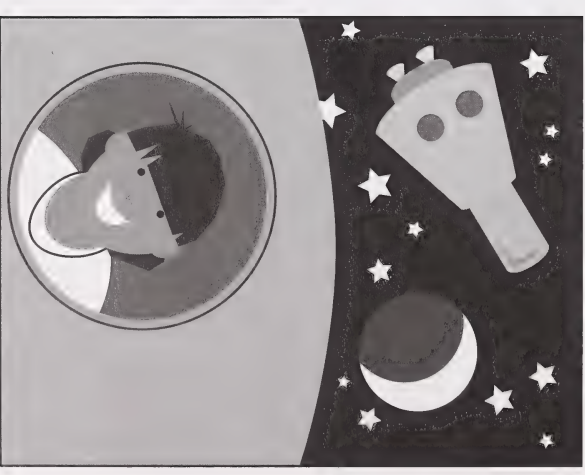
Refer to the Home Instructor's Guide for more information about this activity.

Play the story "An Adventure in Space" on the *Music and Movement in the Classroom* CD #2. Tell the student to use his or her imagination to create movements to act out the story. Do the actions yourself, too. The student may or may not choose to follow you.

Today, you will hear a story called "An Adventure in Space."

Find a spot where you have lots of room to move.

Listen to the story and do the actions you hear. Show what you mean by using your face and body.



Was that fun? Circle **yes** or **no**.

Play the game again.

This time, be as expressive as you can in your acting.

Reading



Take out the book *Round and Round*.

Read aloud “The Trespassing Beaver” in the inside back cover of your reader.

Play the selection again.
Encourage the student to be expressive. This can be achieved by exaggerating the actions.

Have the student print the answers to the questions on the lines. The author is **Rachel Peterson**. The illustrator is **Rachel Peterson**. Rachel has a problem with the horrible noise the foxes make and the way they get into the garbage.

Now read Rachel Peterson's commentary about the foxes found in Day 6.

Who is the author of this selection?

Who is the illustrator?

Rachel has a problem. What is it?

Caroline has a problem. What is it?

Caroline's problem is the beavers trespassing on her property.

Solve a Problem

The Beavers Brown and the billy goats Gruff had problems. Do these stories remind you of anything you have read before? What is it?

What do you think of the way the characters solved their problems?

Do you think they were clever?

Circle  **Yes** or  **No**. Why or why not?

You may think they were clever because they were quick to come up with ideas, solutions, plans, or even tricks.

Discuss any other stories your student recalls.

Go over each step with the student, using the problem the three Beavers Brown had as an example.

The following steps can help you when you have a problem to solve. With your home instructor, read the steps and discuss them.

Once you know the steps to problem solving, you can solve most problems!

How to Solve a Problem

1. Say what the problem is.
2. Brainstorm solutions.
3. Throw out the solutions that won't work.
4. Try one solution.
5. If that one doesn't work, try one of the other solutions.
6. If none of the solutions work, make another plan.

Think of a problem you've had. How did you solve it?

Think of a problem you may have now. How can you solve it?

Follow each step in the **How to Solve a Problem** chart.

Write out your problem and how to solve it.



Go to your Assignment Booklet and complete **Assignment 6**.

Draw It

What was the solution to your problem?

The student answers the questions orally. Have the student describe the problem and how he or she solved it. If the student does not have a problem, you could suggest the following. The student's family has an opportunity to travel to a nearby town to play in (watch) a tournament (concert). The student's family can't get there because there isn't a family vehicle, and they haven't saved any money to travel by bus. What's the solution?

With the student, go over each step in the chart until a solution is found.

After the student solves the problem orally, he or she fills out Assignment 6 in the Assignment Booklet.

Have the student recount his or her problem and the solution.



Refer to the Home Instructor's Guide for more information about this activity.



Take out unlined paper.

Draw and colour a picture of the solution to your problem. Draw yourself and any other people who helped you. Write what you or the others say in speech balloons.

Remember to put your name on the paper.

New Words

The following words are from Rachel Peterson's commentary and "The Trespassing Beaver" commentary. Read them to your home instructor.

make

garbage

felt

sound

beaver

properly

Remember, if you don't know how to say a word, look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel pairs and consonant blends to help you.

Practise the **look - say - cover and see - write - check** way of learning to spell these new words.

The answers are **make**, **garbage**, **beaver**, **sound**, **felt**, and **property**.

Use the new words to complete the following sentences.

1. "I can _____ a plan to solve my problem," said Jasper.
2. The foxes get into the _____.
3. A _____ makes a _____ by slapping its tail on the water.
4. Caroline _____ mad when the beaver came across the creek onto her _____.

Have the student print the answers on the lines. The words are as follows: **sound**; **age**; **melt**, **belt**, or **pelt**; **proper**, **prop**, or **rope**; and **make**.

On the lines, print the answers to the following.

What rhymes with **hound**? _____

What is a little word in **garbage**? _____

Change the first letter of **felt** to make two new words? _____

What is a little word in **property**? _____

What rhymes with **cake**? _____



Take out six white index cards.

Print the six words on the white index cards.
Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the six new words in your dictionary.

Break for lunch.



If there are any other words from the selections that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.

Journal Time



Take out your journal. Turn to the Reading Response section.

To help you think about the story you just read, use the following sentence starters. Copy them onto your journal page and finish each one.

- I liked/disliked this story because . . .
- The best part of this story was . . .
- This story surprised me because . . .

Remind your student to print the day's date at the top of the page if he or she has not done so.

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal.

Refer to the Home Instructor's Guide for information about this activity.

Spelling

These are the words from your pre-test.

set often last us read left

In your Assignment Booklet, you will write sentences using each one of these words. Then underline the spelling words.

First, look at this example.

"I often play with my friends," said Nell.

Review the rules for writing sentences with the student.

- When you are writing, remember to use
- a capital letter to begin each sentence
 - a capital letter for the proper names of people and places
 - a period, question mark, or exclamation mark at the end
 - quotation marks where needed



Complete Day 7: Assignment 7 in your Assignment Booklet.

Explain again how the first vowel in a word usually stands for the long sound when there are two vowels in a word. In a long sound, the letter says its own name.

Fun with Phonics

Read these words aloud. Circle the first vowel in each word.

tune glue mule rule flute suit

What is the vowel? Print it in the crocodile.



Think of two words that have the **long u** vowel sound. Print them in the crocodiles.



You will be working with words that have the **long u** vowel in them.



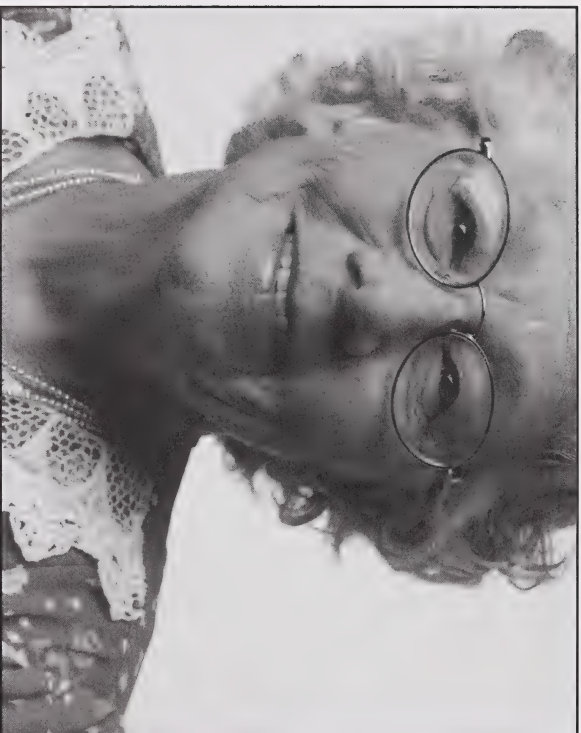
Do pages 59 and 60.

A Problem to Solve

You know the steps to take when you have a problem to solve.

Do you remember the map of Jasper's community from Day 4? One of the facilities in his community is a senior citizens home.

Refer to the Home Instructor's Guide for information about this activity.



Some seniors live in senior citizens homes. They want to go shopping for food, clothing, and other things they need. Their families can't always drive them. They need help getting to the stores. These seniors have a problem.

The seniors know that the people in their community work together to help meet everyone's needs. They trust someone will come up with a solution to their problem.

Think of a way to help the seniors in Jasper and Elena's community.

What is the problem the seniors have?

Have the student go back to the "How to Solve a Problem" chart. Ask the student to first identify the problem. Then go through each of the steps with the student until a reasonable solution is found.

Have the student print the answers on the lines. The seniors need help to go shopping.

The community can provide a transportation service to pick up the seniors or a community volunteer can drive them.

Accept all reasonable answers.

Have the student draw the solution. For example, if the solution was to provide a transportation service, the student can draw a van or minibus in front of a senior's home; or show a volunteer helping a senior into a car in front of the home.

Refer to the Home Instructor's Guide for more information.



What service can the community provide to help solve their problem?

You now have a solution to the problem.



Take out unlined paper.

Draw and colour your solution on the paper.
Don't forget to print your name on it.

Looking Back

What did you enjoy doing most today?

Did the **How to Solve a Problem** chart help you with solving a problem? How?

Do you think you will use the steps when you come across a problem?

Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 2A and complete Day 7: Learning Log. Have the student include his or her comments.



Sharing Time

Choose something you did today that you would like to share with a friend or family member.

You could read "The Trespassing Beaver."

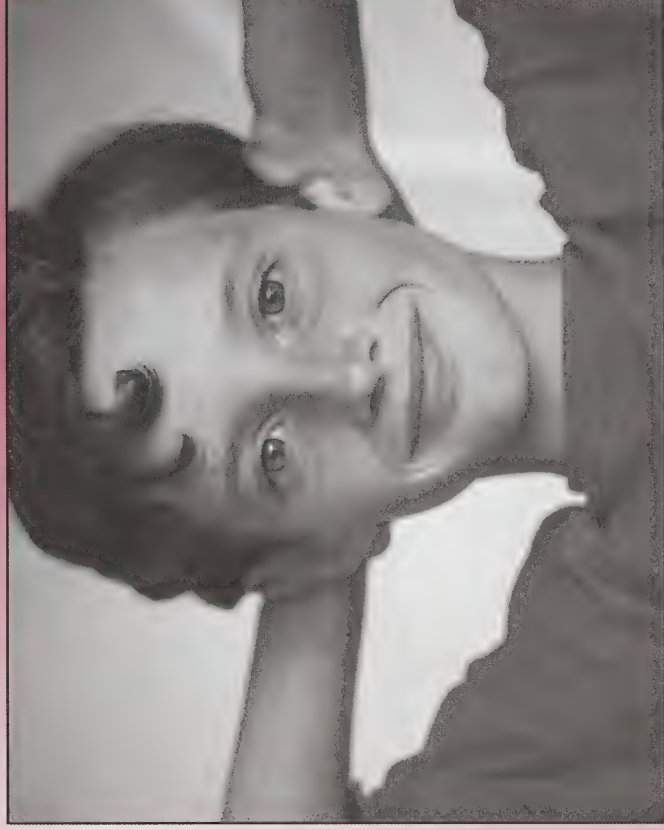
You could show and talk about your drawings.



Day 8: Henry's Problem

You're going to read about a little boy named Henry and his problem.

See if you can solve the problem!



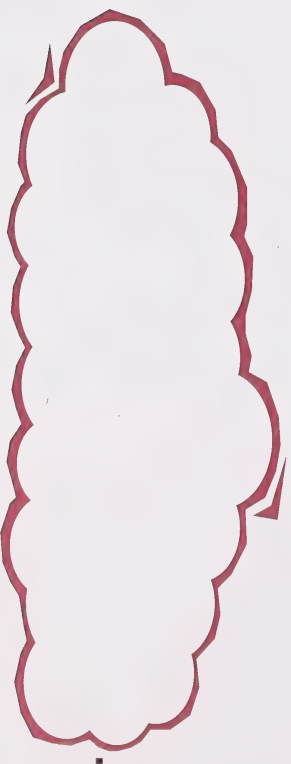
Have the student answer the questions orally.

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

Discuss today's forecast with the student.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 8.

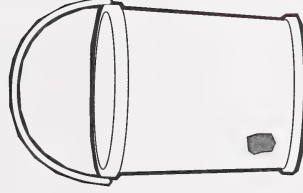
Reading



Take out your book *Round and Round*.

Turn to the Contents page.

What page is the story "There's a Hole in the Bucket" on? Print the page number in the bucket.



It is on page 14.

Have the student print the answers on the lines. There is **no known author**. Tell the student "There's a Hole in the Bucket" is a traditional Caribbean song that has been put into story form. If you are able to get a recording of the song "There's a Hole in the Bucket," play it for the student. There is a Harry Belafonte recording of the song on the CD *Belafonte Returns to Carnegie*. Check your library for a copy.

With the student, find the Caribbean in an atlas (the area in and around the Caribbean Sea).

The illustrator is **Vesna Krstanovich**.

Turn to page 14.

Is there a known author of "There's a Hole in the Bucket"? Circle  **Yes** or  **No**.

What is "There's a Hole in the Bucket"? It is

a _____.

Who is the illustrator of "There's a Hole in the Bucket"?

Look at the illustrations in the story. Predict what you think happens.

Listen as the story is read to you.

Were your predictions about what happens right? Circle **yes** or **no**.

Read the story with your home instructor. Take turns being Henry and Liza.



Just as the beavers had a problem to solve in “The Three Beavers Brown,” Henry had a problem to solve, too.

Have the student predict ideas about the story using the title and illustrations as a guide.

Read the story to the student. Use two different voices for the girl and boy. Have the student follow along in the text as you read.

Then read it again, with the student reading the role of Henry while you read the role of Liza. Read the story again, switching roles.

Have the student answer the questions orally.

Brainstorm ideas for fixing the bucket.

What was Henry's problem?

How did Liza tell him to fix the problem?

What could Henry have done with the straw to fix the bucket?

Would that work? Why or why not?

How would **you** fix the hole in the bucket?

There may be several ways to fix it. Think back to the **How to Solve a Problem** chart to help you think of the best solution.



Journal Time



Take out your journal. Turn to the Reading Response section.

To help you think about the story “There’s a Hole in the Bucket,” use the following sentence starters. Copy them onto your journal page and finish each one.

- I liked/disliked this story because . . .
- The things about the character I want to know more about are . . .

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal.

- I like the illustration on page _____ because . . .
- The story surprised me because . . .

Who Said That?

Who said the following words, Liza or Henry? Write **Liza** or **Henry** on the lines. One example is shown for you here.

_____ Liza _____ "So fix it."

_____ "You can fix it with a straw."

Have the student print **Liza** or **Henry** on each line to indicate the speaker. The answers are **Liza, Liza, Henry, Liza, Henry, Liza, Henry, Henry, Liza, Liza.**

"The straw might be too long."

"You'll have to cut it with a knife."

"The knife might be too dull."

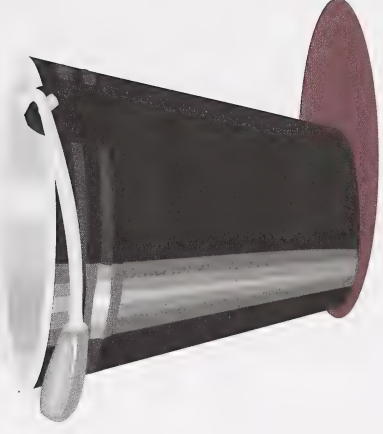
"On a stone."

"And if the stone is too dry?"

"Wet it with what?"

"W-A-T-E-R."

"In a bucket!"



New Words

These words are from the story "There's a Hole in the Bucket."
Read them to your home instructor.

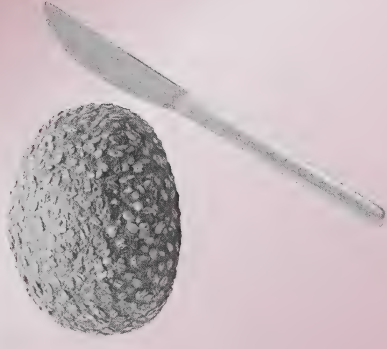
dull

you'll

Remember, if you have difficulty saying a word, look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends.

Practise the **look** – **say** – **cover and see** – **write** – **check** way of learning to spell these new words.

The answers are you'll and dull.



The answers are u and short u.

Use the new words to complete these sentences.

1. Samir said, "Hurry or _____ be late for the movie, Robyn".
2. That knife is too _____ to cut the bread.

Print the answers to the following on the lines.

What vowel is in **dull**? _____

Is it a **short u** or a **long u**? _____

The words are **you** and **will**.

What are the two words in **you'll**?

Write a sentence using **you** and **will** instead of **you'll**.



Take out two white index cards.

Print the two words on the white index cards. Put the cards on your Word Wall.



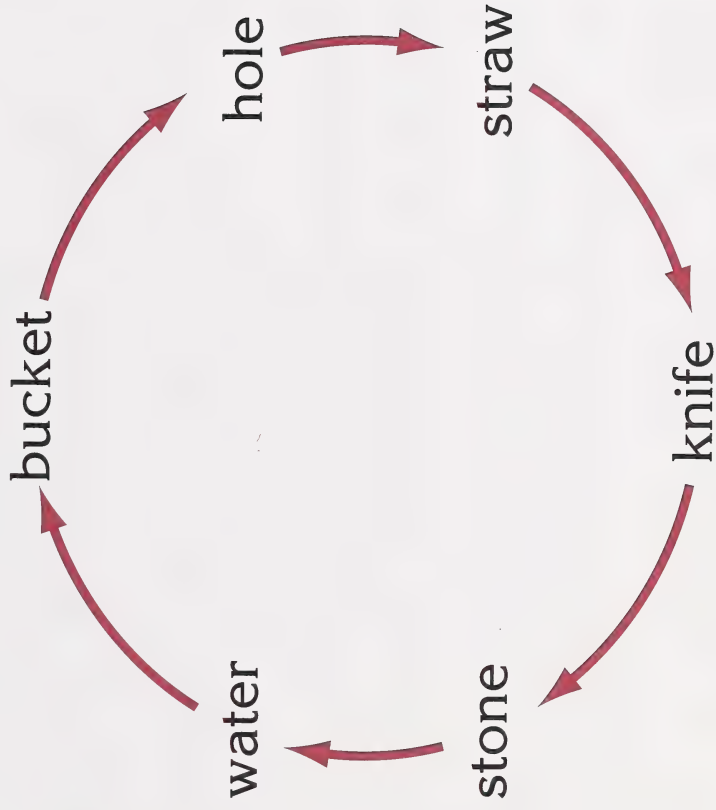
Take out your *Collections Writing Dictionary*.

Print the two new words in your dictionary.

If there are any other words from the story "There's a Hole in the Bucket" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Going in Circles

Draw a small picture on the outside of the circle to show each word from the story "There's a Hole in the Bucket."



The connection between bucket and hole is that the bucket **has** a hole in it. Have the student print the connecting words between the words in the circle—**has** a will go between bucket and hole. The other connections are as follows: **fix** with straw, **cut** with knife, **sharpen** with stone, **wet** with water, and **carry** in bucket.

Check that the student is placing the events in the correct order and that he or she can describe the connection between the events.

Discuss how "There's a Hole in the Bucket" is a circular story. It begins and ends at the same place and can start all over again.

Refer to the Home Instructor's Guide for a list of titles and the enrichment activity.

Read the story and find what words go between the words in the circle? Pick the correct words that follow and print them in the circle between each word.

has **carry** **in** **fix** **with** **wet** **with**
sharpen **with** **cut** **with**

There are other stories, just like "There's a Hole in the Bucket," that go in circles.

You may be able to find and borrow them from your local library.



Enrichment (optional)

Break for lunch.



Silent Reading

Enjoy your reading time.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for today's high-frequency words.

Fun with Phonics

Read each word aloud.

Liza music knife game tried
cube bake bugle skate

Circle the words in green that have the **long a** vowel sound.

Put a purple square around the words that have the **long i** vowel sound.

Put a blue triangle around the words that have the **long u** vowel sound.

The words with "long a" are *game*, *bake*, and *skate*. The words with "long i" are *Liza*, *knife*, and *tried*. The words with "long u" are *music*, *cube*, and *bugle*.

You will be reviewing **long a, e, u,** and **i** vowel sounds.



Do pages 61, 62, 63, and 64.

Magnetic Fields

See how well you remember facts about magnets.

What is a magnet?

What is a magnetic object?

What are the only objects that can be magnetic?

Refer to the Home Instructor's Guide for more information about this activity.

Review magnet facts. Have the student answer the questions orally. A magnet is a piece of metal that attracts iron or steel to it. A magnetic object can be attracted by a magnet. Metal objects are magnetic. Not all metal objects are magnetic. They need iron or steel in them to be magnetic. Yes, you can do an experiment with different magnets picking up metal objects, like paper clips, to see which magnet holds more or is stronger. The ends of magnets are called poles. The poles are called north and south. The ends have a stronger attraction. Unlike poles (N and S) attract; like poles (N and N or S and S) repel. Yes, items such as paper, plastic, or fabric are non-magnetic materials that the magnetic force can pass through.

Are all metal objects magnetic?

What does a metal object have to have to be magnetic?

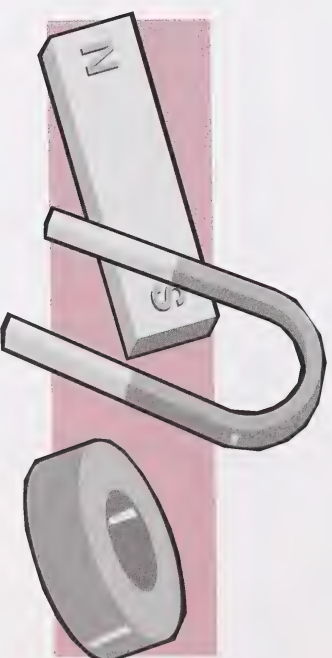
Are some magnets stronger than other magnets? How can you show that?

What are the ends of magnets called?

Name the two poles.

Where is the best place on a magnet to attract things?

What is the rule for magnets?



Can a magnetic force pass through non-magnetic materials?
Name three non-magnetic materials a magnetic force can pass through.

Did you get most of the answers right? Circle **Yes** or **No**.
Review the ones you had difficulty with.

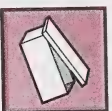


In the last lesson on magnets, you learned about magnetic force—the invisible force around a magnet.

Today you will get to see what that force looks like!

Iron filings are difficult to remove from magnets, so cover the magnets to be used in today's experiments in cellophane. If the student wishes to place the magnet directly into the iron filings to see what happens, put the magnets in a plastic bag first. Caution the student to avoid getting the filings in his or her eyes or hands.

Have the student place the bar magnet under the sheet of paper. Sprinkle about one-half teaspoon of iron filings onto the paper. Tap the paper gently to get the iron filings over the magnet.

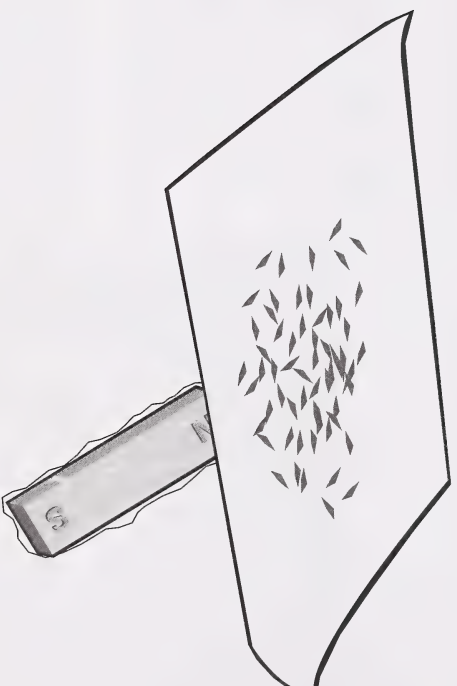


Take out your magnets and iron filings.



Take out a sheet of unlined paper.

Use your bar magnet for this experiment.

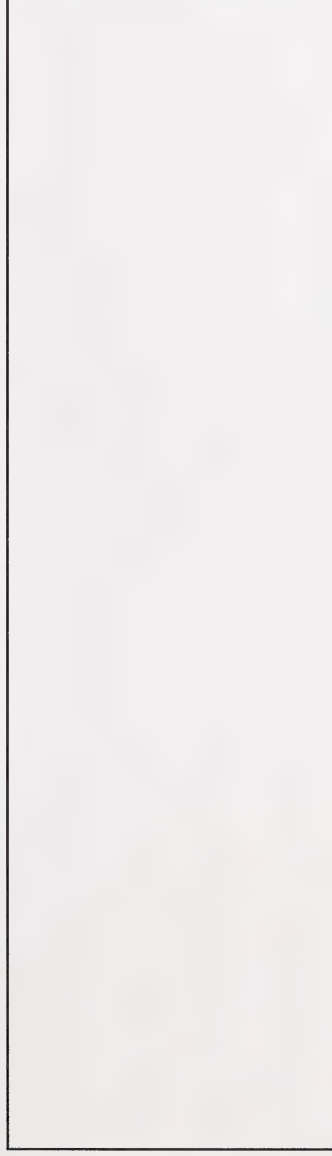


Watch what happens when the iron filings are put on the paper.

What are the iron filings doing?

The pattern shows the magnet's **magnetic field**.

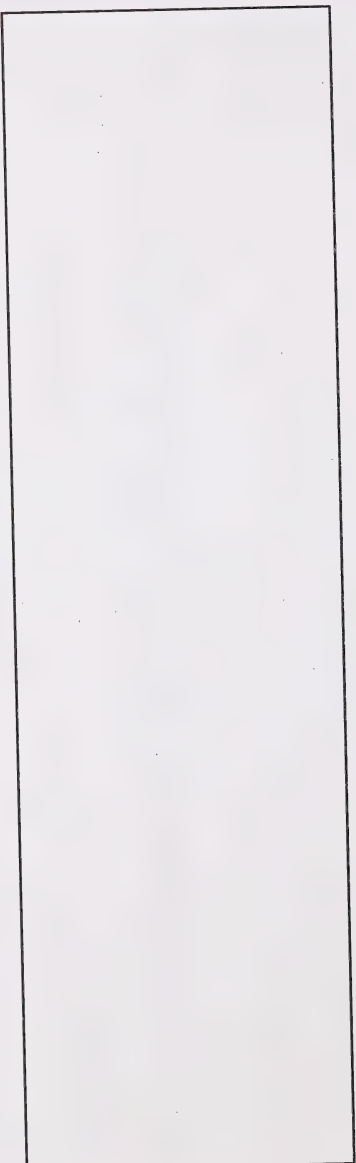
In the box, draw the pattern of the iron filings.




Do the experiment again. This time, use a smaller magnet with the paper and the iron filings.

Have the student answer orally. The filings make a pattern on the page. Explain that the iron filings are arranging themselves in lines (called lines of force) that surround the magnet. The space around a magnet where the force of the magnet acts and is felt is called the *magnetic field*. Although the magnetic field is invisible, the iron filings reveal its presence.

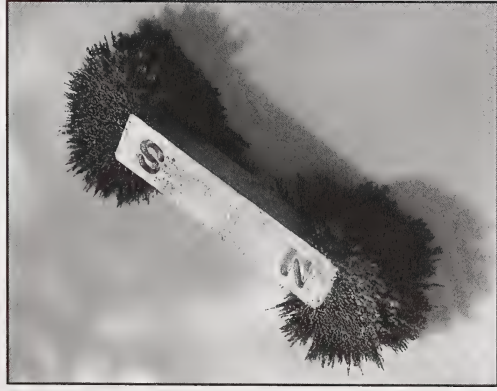
In the box, draw the pattern the iron filings made with the smaller magnet.



What do these two experiments show you?

Can you see the magnetic field without the iron filings? Circle  **Yes** or  **No**.

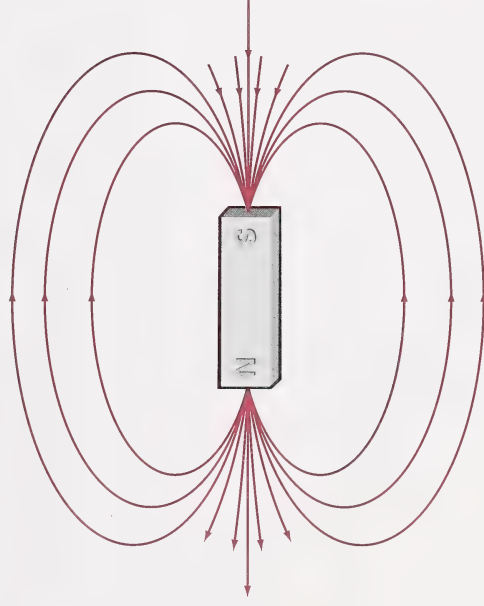
Have the student answer on the lines. The iron filings let you see the magnetic field.



No, you can't. The magnetic field is invisible. The iron filings line up to let you see it.

Look at the drawing below. The lines you see are called **lines of force**.

The lines of force go all around the magnet. They go in all directions. That's why the iron filings don't just lie flat on the paper.



Explain that the iron filings, which are magnetic, respond to the pull of the poles on the magnet. The *lines of force* are curved, never cross each other, and are three dimensional. For that reason the iron filings do not just lie flat, but also point upwards and sideways. Most of the filings will be concentrated along the poles. The filings become fewer further away from the magnet. That is because the magnet has less force the further you go away from it.

To demonstrate how the lines of force go in all directions, slowly bring a piece of paper with iron filings on it down onto a magnet. The filings, pointing in all directions, arrange in a pattern before the paper touches the magnet.

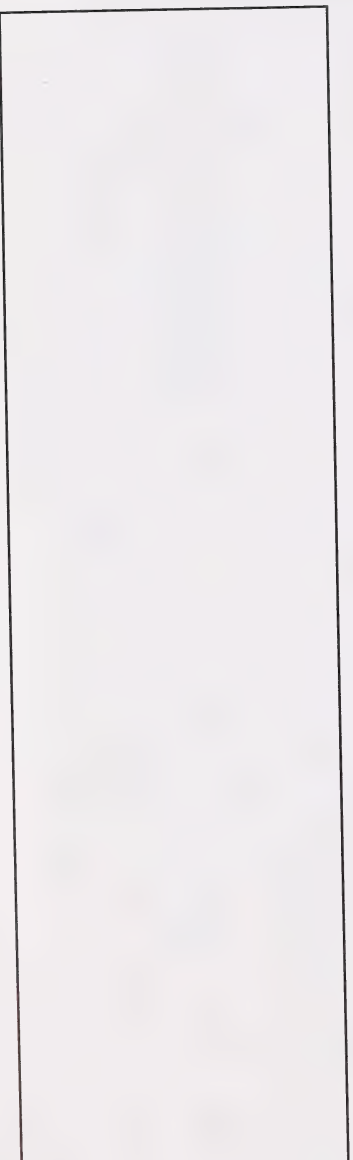
Discuss how the pattern would look using two magnets. Place two magnets of the same kind end to end, about 1.5 cm apart under the paper. Scatter the iron filings on the paper. Tap it gently. Have the student record the pattern.

Lines of force show the magnetic field of the magnet.

All magnets have a magnetic field.

What do you think the pattern would look like if you used two magnets?

In the box, draw the pattern the iron filings make with two magnets.



Have the student print which poles are facing each other on the magnets on the page.

Carefully take the paper off the magnets. Look at the poles. On the following magnets, print the names of the poles (S or N) to show the position of your magnets on your desk.



Draw the new pattern in the box.

A large, empty rectangular box with a black border, intended for the student to draw a new pattern.

Turn one of the magnets around 180° . Replace the paper and scatter the filings again. Have the student record the new pattern.

Carefully take the paper off the magnets again, and print which poles are facing each other.



Look at the drawings of the two patterns you made.

Print two things they tell you.

1.

2.

Have the student print the answers on the lines. The drawings show that magnets are stronger at the ends, or poles. The filings on the like poles (N and N or S and S) repel each other, and filings on unlike poles (N and S) attract each other.



Complete Day 8: Assignment 8 in your Assignment Booklet.

Amazing Magnets



Take out your *Amazing Magnets* booklet.

On page 9, write one new amazing fact you have learned about magnets. On page 10, make a drawing of the magnetic fact.

On page 11, write another amazing fact about magnets. On page 12, make a drawing of the magnetic fact.

Have the student add two other amazing facts about magnets to the *Amazing Magnets* booklet.



Looking Back

What do you like best about your *Amazing Magnets* booklet?

Do you find it easy to think of new facts about magnets?

Do you like to write stories or do journal writing? Can you think of things to write about or draw?

Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 2A and complete Day 8: Learning Log. Have the student include his or her comments.



Sharing Time

Choose something you did today that you would like to share with a friend or family member.

You could read the story "There's a Hole in the Bucket."

You could explain how to solve a problem.

You could talk about magnets and the new facts you've learned.

You could show the experiment with the magnet and iron filings.

Day 9: Say It Like You Mean It

Do you remember Liza from the story "There's a Hole in the Bucket?"

Circle  **Yes** or  **No**.

She said things with a lot of expression.

Today you get to pretend you're Liza talking to Henry.

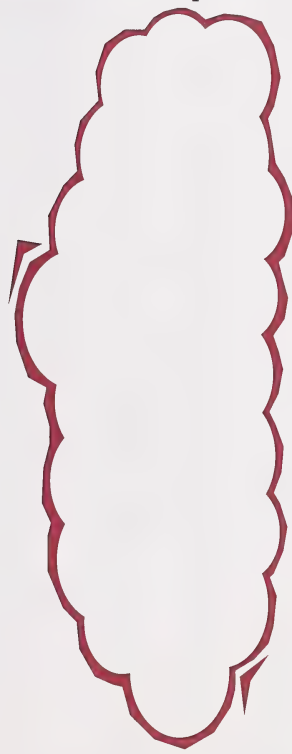
You're going to practise talking so that others will know how you feel by the expression you use.



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today?

Have the student answer the questions orally.

Discuss today's forecast with the student.

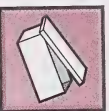
Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 2: Day 9.

Journal Time



Take out your journal. Turn to the Personal Writing section.

Think of all the stories you have read so far in grade two. What are some of your favourites? What was your most-favourite story about?

Is there a special part you enjoyed? Why?

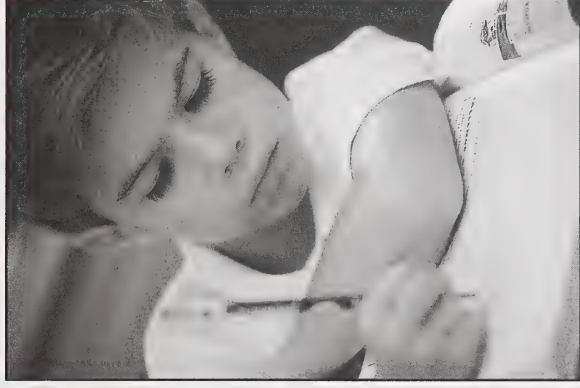
Have the student answer the questions orally. Discuss the stories the student has read so far in the school year.

Would you tell someone else that it is a good story to read? Why?

In your journal, tell why the story you chose is a good one to read.

Music and Movement

You read how the beavers in “The Three Beavers Brown” and Henry in “There’s a Hole in the Bucket” had problems to solve. The beavers thought of a way to solve their problem. Henry couldn’t think of a way.



Have the student write a few sentences telling why the story he or she chose is a good one to read.

Review the problem in the stories “The Three Beavers Brown” and “There’s a Hole in the Bucket.” Discuss how imagining solutions to a problem can help you come up with a real solution.

Have the student look up *imagination* in the dictionary. Discuss the definition as the ability to form pictures or think up ideas in your mind.

Locate the song "Holes in My Imagination" in the *Ideas That Sing!* Volume 1 CD. Play it for the student. Discuss the vivid imaginations of the people in the song. Neither encourage nor discourage movement on the first listen.

To solve a problem, you have to think it through. You have to use your **imagination**.

The beavers used their imagination. They came up with a very imaginative solution.

Henry didn't use his imagination. That's why he couldn't fix the bucket.



Listen to the song "Holes in My Imagination."

One of the singers sings, "I know you think I'm crazy."

Do you think she's crazy?

Circle **Yes** or **No**. Why or why not?

Listen to the song again. This time, use **your** imagination.

Pretend you are the chicken, the lady with the funny diet, and the elephants dancing.



Listen to the song again and act out the parts. Have fun with it!

The student answers orally. Accept any answer. Perhaps the lady isn't crazy, just highly imaginative.

Have the student pretend he or she is each of the various characters in the song by acting out the actions. If the student is shy, motivate him or her by doing the actions in an exaggerated way and having him or her mimic you.

Refer to the Home Instructor's Guide for more information about this activity.



Reading



Take out the book *Round and Round*.

Read the story “There’s a Hole in the Bucket” aloud.

Find all the questions in the story. Read them aloud.

How do you know those are questions?

Think of other questions Henry could have asked.

Have the student answer orally. Ask the student to identify all the questions in the story. As the student reads them, print them on the board or chart paper.

They ask something and have a question mark.

Refer to the Home Instructor’s Guide for more information and examples of questions.

Change the following statements into questions. Don't forget to use a question mark.

? ? ?

1. Some tales go round and round.

2. Little Beaver Brown swam across the creek.

Questions could be as follows:

Why do some tales go round and round?

How did Little Beaver Brown swim across the creek?

Why did the little beaver cross the river? or Will little beaver cross the river?



3. The little beaver will cross the river.



Complete Day 9: Assignment 9 in your Assignment Booklet.

What Do You Mean?

Turn to the story "There's a Hole in the Bucket." Look at the picture of Liza where she says, "Then, Henry, you'll sharpen it!"

How do you think Liza says that sentence?

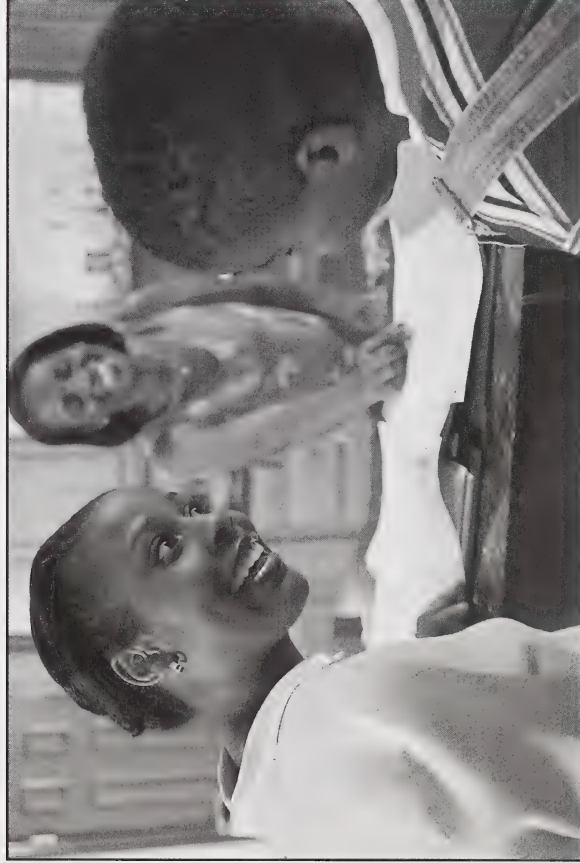
Look at another sentence in the story. Say it two different ways.

Have the student answer orally. Liza says it in an exasperated, or annoyed, way. Have the student say the sentence first calmly and slowly, then quickly, emphasizing the word *sharpen* and raising his or her voice at the end of it. Finally, have the student say the statement the way he or she thinks Liza would say it.

Do you think the way you say something can change the meaning?

Circle **yes** or **no**. Why or why not?

Say the following sentence two different ways.



“I’m not going to the movie with you tonight.”

Have the student answer orally. Explain how tone, pitch, and pace affect the listener. The way we say something affects the message.

Discuss the differences in the two ways the student said the sentence and how differently the listener would respond to them.

This sentence could be said in a tone that tells the listener that the speaker is angry with him or her or in a sad tone, indicating the speaker, for some reason, can’t go to the movie.

Read two sentences from the story. Have the student decide the intended meaning of each. Then switch roles—have the student read two different sentences and you decide the intended meaning.

Listen to the way your home instructor reads the sentences from the story “There’s a Hole in the Bucket.” What is the meaning of each one?

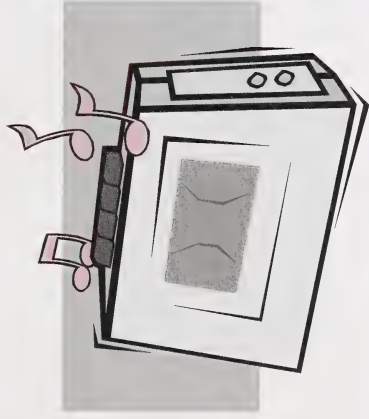
Now you read a few sentences from the story. See if your home instructor can tell you the meaning of each one.

Tape the Story

Now that you have practised reading the story “There’s a Hole in the Bucket” to give it meaning, record it for your teacher.

First, practise reading the story several times.

Now record it. Have fun!



Use the audiocassette from Day 3. Continue the tape where it stopped from the last taping.

Refer to the Home Instructor's Guide for more information about this activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.

Journal Time



Take out your journal. Turn to the Reading Response section.

Remind the student to print the date at the top if he or she has forgotten.

Discuss each sentence starter with the student and his or her response to it. Then have the student print the response in the journal.

To help you think about the story you just read, use the following sentence starters. Copy them onto your journal page and finish each one.

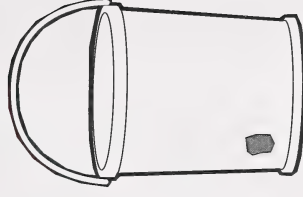
- I liked/disliked this story because . . .
- The best part of this story was . . .
- I liked the illustration on page _____ because . . .

Fun with Phonics

Say these words aloud. Circle the first vowel in each word.

bowl nose coat goat hope

What is the vowel? Print it in the bucket.



Can you find any vowel teams in the words?

Circle **yes** or **no**.

Explain again how the first vowel in a word usually stands for the long sound when there are two vowels in a word. In a long sound, the letter says its name. A "long o" says its own name, such as in the words *nose* and *goat*.

Refer to the Home Instructor's Guide for more information about this activity.

Think of three words that have the **long o** sound. Print them in the buckets.



You will be working with words that have the **long o** in them.



Do pages 65 and 66.

Have the student answer orally.
The ears also help you learn.

Ear This!

You know your eyes help you learn about the world around you. What other body part helps you learn?



Have the student answer the questions orally. Discuss the sounds illustrated in the pictures. Have the student talk about all the sounds he or she can hear in a single day.



Look at the pictures on the previous page. Think of what sounds the pictures suggest. Which sounds are made by animals? by people? by other things?

What are some sounds you hear every day? List them on the lines.

How do you hear all these sounds?

Did you say with your ears?

What's That Sound?





Listen to the sounds. See how many you can **identify**.

Did you identify most of the sounds?

Circle  **Yes** or  **No**.

Cover your ears with your hands. Listen to the sounds again.

Could you hear all the sounds this time?

Circle  **Yes** or  **No**. Was it harder to hear them? Circle  **Yes** or  **No**.

Explain that to *identify* something is to be able to recognize it or guess what it is. For this, you will need to have objects ready and have planned a unique sound to make with each one. Some objects, such as aluminum foil, whistle, dry leaves, sand paper, rhythm instruments, bells, paper, cooking utensils, toy telephone, and so on may be used. Keep them hidden from view. With the student's back to you, create the different sounds with the objects. Have the student try to identify each one.

Have the student cover his or her ears tightly—so that he or she can hardly hear. Make the sounds with the objects again while the student has his or her ears covered.

Have the student read the definition of *deaf* in the dictionary. Discuss that deaf means unable to hear.

Discuss how a *hearing aid* is a device used to improve hearing. Most are operated by batteries which provide power to make sounds louder.

Some people hear like that all the time. They are hard of hearing.

Some people can hear nothing at all. They are **deaf**.

Look up the word **deaf** in the dictionary.



Sometimes when people can't hear very well, they wear **hearing aids**.

Listen to the sounds. Print the name of an object or objects that makes each sound.

loud

low

shrill

soft

high

pleasant

harsh

Create a sound for each of the words. As you make it, have the student print the object that makes the sound next to the word. Let the student see the objects you are making the sounds with. Examples of each are as follows: a shout or bang, door slamming (loud); a whisper (soft); drum or voice (low); a triangle, bell, or voice (high); whistle (shrill); soft music or voice (pleasant); voice, telephone, Styrofoam or a dish breaking (harsh). Create the sounds in mixed order.

Take the student to a mirror. The student answers all questions orally. The ears are located on the sides of the head.

Look at yourself in a mirror. Where are your ears located?



Can you make your ears move?

Circle **Yes** or **No**.

Most animals can move their ears. Why do you think they can?

Look at all the different shapes and sizes of ears that the animals in the illustration have.

Where are their ears?

Describe the animals' ears.

Animals move their ears so they can hear sound coming from all directions. They must be alert to danger at all times.

Animals have ears on the sides of their head or on top of the head.

Ears may be small, large, long, short, pointed, rounded, soft, rough, smooth, or furry. Some ears move, some don't move.

Have the student look in an animal book, an encyclopedia, or other source with animal pictures in it.

Draw a line to divide the paper in half. Have the student switch ears—the animal's ears on his or her head, and the student's ears on the animal's head.

Find some pictures of other animals. Look at the different ears they have.



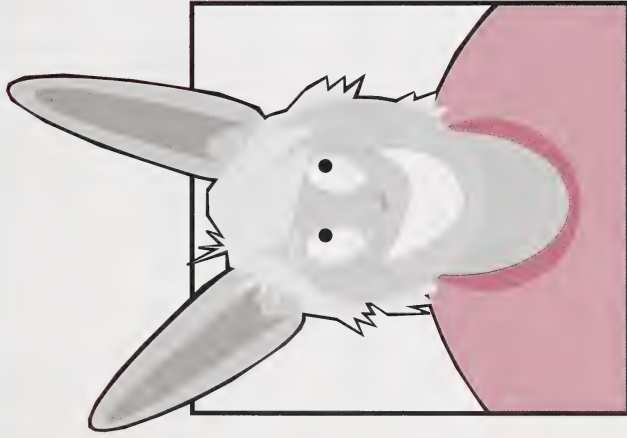
Take out a sheet of unlined paper.

Choose one animal whose ears you like.

On the top half of the paper, draw your head, but draw the ears of the animal you chose on your head.

On the bottom half of the paper, draw the head of the animal you chose, but draw your ears on that animal's head.

One example is shown for you as follows.



Colour both of your pictures.

Put your name on the sheet of paper.

Refer to the Home Instructor's
Guide for more information
about this activity.

A good way to help the student remember some of the past nine day's activities is to sort through the items being sent to the teacher together. Encourage the student to comment on them.

Challenge the student to choose the journal entries for submission from the ones completed throughout Days 1 to 9, and explain why these particular pieces of writing were chosen.

Turn to Assignment Booklet 2A and complete Day 9: Learning Log. Have the student include his or her comments.



Looking Back

What has been the most fun so far in this module?

What is the most difficult thing you have done so far?

Is there anything you can do to help you get better at doing this difficult task?

What action do you plan to take to improve in this area?

Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member.

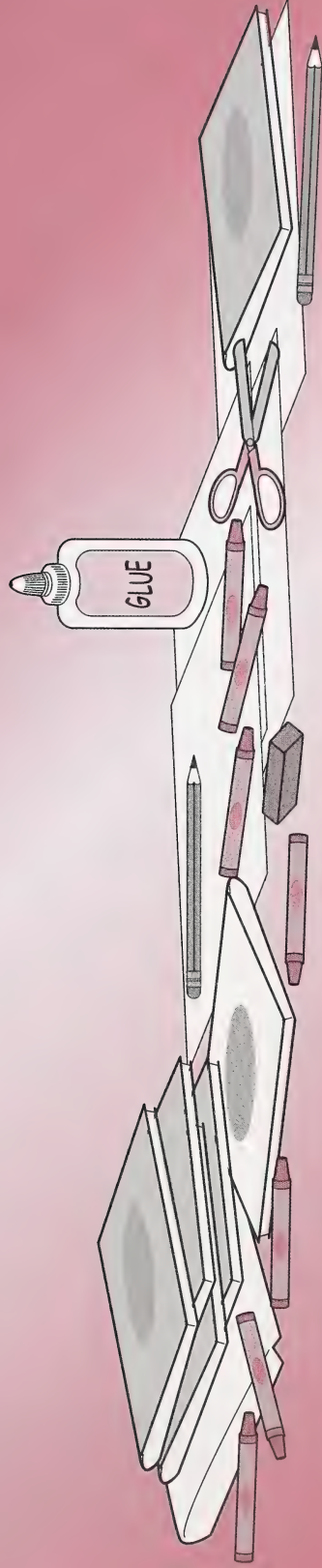
You could play the audiocassette of you reading the story "There's a Hole in the Bucket."

You could show the funny drawings you made of your head and an animal's head.

For Story Time today, you might want to reread some of the student's favourite stories from the last nine days, or you might choose other stories that your student prefers.

Appendix

Image Credits Cut-out Learning Aids



Title Page

EyeWire Collection/Getty Images

Welcome Page

EyeWire Collection/Getty Images

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40	RubberBall Productions/Getty Images
62	Digital Vision/Getty Images
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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

